

**Annual Report**  
**Carnegie Corporation of New York**  
**1975**





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**Annual Report**  
**for the fiscal year ended September 30**  
**1975**

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The  
report of  
the president



# Higher education in the nation's consciousness

Like many other institutions these days, higher education has become the object of widespread skepticism. After an era of unprecedented growth, affluence and exalted status in the 1960's, it stands very much on the defensive. No longer is it assured of the unquestioning public regard and financial support it once enjoyed. Increasingly, doubts are being voiced as to whether its benefits are not outweighed by its costs and burdens.

Some of these doubts are well-intentioned and well-informed. Others seem prejudiced and even tinged with vindictiveness. Still others appear to be part of a new journalistic fad of disparaging the value of college attendance. Whatever the nature of the skepticism, whether justified or unfair, it constitutes a clear danger and a challenge to the academic community to set about regaining the public's confidence as rapidly as possible.

The causes of the present disenchantment are many and complex, and range widely across the political and social spectrums of our national life. They include lingering public reaction against the excesses of student unrest in the late sixties, the disaffection of young people themselves from higher education because of the impersonal nature and tradition-bound rigidities of many campuses, the ideologically-based hostility toward intellectual, "liberal," institutions generally fomented during the Nixon administration, and, finally, the ever-increasing costs of attending college.

More recently, public disenchantment with higher education may have been associated with a broad sense of alienation felt by many Americans from their leading social and political institutions, based on a gnawing consciousness of the nation's mistakes and failures in Southeast Asia, its seeming powerlessness to solve its most serious social problems, and its inability to achieve a stable economy.

Where these misgivings have affected the academic world, they have taken the form of a sharp reaction to the inflated and overconfident claims that were earlier made in its behalf. Higher education, it is now being said, was overbuilt and oversold during its golden age of the sixties. The notion that a more educated populace would produce a more enlightened, more progressive and more just society was a delusion. The university's claim to a special capacity to solve great social, economic and technological problems was overblown. Going to college is *not* the certain path to greater income and higher social standing it was represented to be.

Given this general litany of disillusionment, it was almost inevitable that questions would begin to be raised about the priority higher education should be assigned in the allocation of scarce resources. Higher education has, of course, always had to compete with other public needs for its share of the tax dollar, and even in its heyday of greatest affluence could make a case that it was underfunded. Today, however, when the nation is still in the throes of the most prolonged and deepest economic recession in many decades, the issue of where the campus should stand in public funding priorities is infinitely more acute than at any time in recent memory. Indeed, it is probably higher education's greatest cause for concern today. Public officials all over the country as well as in Washington are now asking themselves whether it is morally right to be spending so much money on higher education when the cities are in a state of fiscal crisis, mass transit facilities in most places are badly underfunded, crime is rampant and unemployment at its highest level since the great depression of the thirties.

Still another doubt concerning higher education has become evident in the last few months and seems to have caught the public fancy. This is the assertion, made confidently in many quarters now, that a college degree is no longer worth a young person's investment in it because of its declining economic return.

It stands to reason, of course, that indefinite expansion of the numbers of degrees awarded throughout the nation would sooner or later bring about a decline in their monetary value to the recipients. And some widely publicized recent research does seem to confirm that there has been a substantial drop in the starting salaries of new graduates relative to the earnings of their co-workers, though more so for white males than for women and minorities. It also indicates that recent graduates have had to take jobs for which they were "overqualified," have landed in fields for which they were not trained, or have found no employment at all. The important issue, however, is not this finding, *per se*, but what one makes of it.

The researchers themselves conclude that the apparent decline in economic value of a degree represents a serious threat to the financial viability of colleges and universities in the years ahead since it will lead to sharply falling enrollments. In fact, they say, it already has. During the past five



years it has caused a severe drop—from 44 to 33 percent—in the proportion of 18–19 year old males enrolled in college.

But this conclusion does not take into account other factors that may explain the falling enrollment rate for young males, such as changes in the draft after 1969, rising tuition, and the liberalization of admissions policies that had made deferred entry to college a popular alternative.

One must remember too that *overall* enrollments in higher education have continued to rise steadily because of the growing size of the college-age cohort, increased enrollment by women and adults, and the temporary effects of the recession that have made higher education, at least for the time being, a more attractive alternative than employment. Finally, there is the point that, whatever the cost of going to college today, the cost of not going, if one wants a white collar job, is prohibitive as long as college is virtually the only route to such employment.

It is therefore not at all clear that the declining economic return of a degree to the individual is going to be the financial disaster for higher education at large that some people think.

Far more disturbing than the conclusion by the researchers, however, is the mischievous implication in the present spate of popular books and articles on the subject that the declining economic value of a degree is somehow indicative of failure on the part of higher education and is yet another reason for losing confidence in it. Such a verdict rests on three utterly fallacious assumptions.

The first of these assumptions is that because the relative economic value of a degree to the individual is declining, the general economic value of higher education to society at large is also declining. A moment's thought will show how erroneous this assumption is. The economic value of higher education to the nation lies, of course, in its research and service capabilities and in the trained manpower it produces; it is only marginally related over the long term to questions of the relative earnings of graduates and non-graduates. Only if the earnings of the former in certain fields essential to the economy, such as engineering, fell to a point where there was little incentive for anyone to enroll would there be a connection between individual and societal economic returns. And it would not be long before the unsatisfied demand for engineers forced the relative earnings of graduates in this field up again, thereby stimulating increased enrollments. In short, market forces would quickly take over.

The second assumption is equally dubious, namely that the value of going to college is to be measured principally in economic terms. One cannot blame young people for thinking this since college has often been sold to them on the basis of such a tawdry and selfish rationale. The appeal to them should, of course, have been made on the much more legitimate grounds that higher education helps individuals develop intellectual abilities, human-

istic understandings and aesthetic sensitivities that will enable them to enjoy life more fully and contribute more effectively to the general welfare of mankind.

The third false assumption is that the decline in the relative economic returns of higher education to the individual is necessarily a bad thing. It stands to reason there should be some monetary reward for personal investment in higher education in addition to the many non-pecuniary rewards, but this need not be as great as it has been in the past to provide adequate incentive for attending college—provided the true value of the experience is explained to young people. In fact, if the economic rewards do prove to be smaller, higher education is likely to be less a determinant of class status and less socially divisive than it has been in the past. This is good both intrinsically and for the welfare of higher education, since the latter's continued viability must depend on the support of the entire populace, not just those citizens who have reaped its benefits in their own personal lives.

In sum, while it may be true that a degree, in relative terms, is worth less money now than it used to be, it is utterly wrong to conclude from this that higher education is of less value to the nation and therefore deserves less support, or that its future is necessarily in jeopardy, or that it is a poor way for the individual to spend his money. Conclusions such as these are totally unwarranted.

The present popularity of the economic returns argument is, nonetheless, dangerous. On the one hand, by confusing individual economic benefit with economic benefit to the society at large, it gives public officials who are looking for a rationale to assign to higher education a lower funding priority just the excuse they are seeking. On the other hand, it may discourage young people from going to college who would profit greatly in other ways from the experience.

### *THE CASE FOR HIGHER EDUCATION*

Clearly, in view of the widespread loss of public confidence in higher education, those who understand its importance and continue to put their faith in it must be prepared to reargue the case for it. In doing so, however, they face some awkward difficulties, in particular the appearance of seeming blindly to defend a past which is by no means wholly defensible. They must start therefore with a candid admission that during its great period of expansion the academic community did acquire some unattractive faults. For all its great achievements it became somewhat arrogant and pretentious, lax in its intellectual and moral standards, and insensitive to the needs of the individual student. It came, furthermore, to perceive success more in terms of enrollment growth, number of degrees granted, the construction of ever finer new buildings, and the continuous expansion of functions than in the enhancement of academic quality—which made inevitable a sharp loss of self-



confidence and a psychological sense of failure when criteria such as these for measuring progress became bankrupt.

Nevertheless, having acknowledged higher education's evident faults and the demonstrable case for wide-reaching reform—reform, incidentally, that is now under way in many places—there is much that one can say in support of the academic enterprise. Many voices can now be heard attacking it and discounting its value; others are badly needed to defend it now, before the present wave of disenchantment goes so far that irreparable damage is done. Such a defense can best start with a reminder of the ways in which higher education's varied functions affect virtually every aspect of the nation's welfare. They may be roughly grouped under three headings: educational, cultural, and socio-economic.

### *Educational*

The educational functions are obvious and should need little defense. They include higher intellectual development, professional and occupational training, the development of research capability and, most importantly, cultivation in students of a breadth, flexibility and autonomy of mind, and a questioning, even skeptical spirit, that will best prepare them to meet the demanding responsibilities of democratic citizenship in a rapidly changing nation and world. One would think that the importance of these functions would be obvious to all, yet many of our fellow citizens, including some who should know better, act as though they consider them of little significance. Suffice it to say that if higher education did not perform these functions, the nation's industrial, financial, educational, medical, scientific, and governmental systems, to name only the most obvious, simply could not operate at the level of sophistication and effectiveness required to meet our domestic and international needs in the world of today.

Less understood is the degree to which colleges and universities these days devote their attention to remedial work—making good the deficiencies of secondary and even elementary education. Higher education should not, of course, have to perform this function and should shed it as quickly as it possibly can. The provision of remedial education has been one of the inevitable consequences of the effort to promote equality of opportunity in higher education, but it is not entirely associated with that phenomenon: many traditional types of students also go to college with weaknesses in their academic preparation that reflect no credit in the schools they previously attended.

### *Cultural*

Cultural functions are threefold. First, the American concept of a democratic society has come to assume the right of all to share in the comprehension, enjoyment and preservation of our immensely rich and varied cultural heritage. It has become higher education's responsibility, under the heading

of liberal education, to keep alive this heritage by providing an opportunity to understand it to large numbers of young people. It is hard to believe that as a people we are not the stronger for it. There is a popular book out entitled *The Case Against College*. The democratic case *for* it must never be forgotten.

Closely associated with this function is the role higher education plays as the actual conservator, custodian and developer of the cultural heritage through its great libraries and museums and through the continuous illumination and reinterpretation of that heritage by a handful of truly great scholars. The number of academic institutions capable of performing this function at its highest level is relatively limited, and it is simply impossible to overstate their value to the nation.

A third function under this heading is the one most colleges and universities perform in serving as cultural centers for the surrounding community. The enjoyment and informal education which the public gains—at very moderate cost—from campus art exhibitions, musical and dramatic performances, special lectures and other events, is significant in many areas of the country.

#### *Socio-economic*

Socio-economic functions are many. One of the most significant of these is the role higher education plays as the principal device for channeling literally millions of Americans into a wide variety of professions and higher level occupations. It does this not only by training them and helping them find jobs but also by providing evidence of their qualifications to potential employers. This channeling and credentialing function has been much criticized, especially by those who would “deschool” society, but whatever its faults it meets a tremendous national need, and it is difficult to imagine just what we would do without it. It is certainly preferable to the alternative found in authoritarian societies of simply assigning trained people to jobs according to a national manpower plan—whether they like it or not.

A second immensely important socio-economic function concerns the discovery of new knowledge. High-level research is not a monopoly of the academy and should not be, but much pure research, unrelated at the time it is conducted to any purpose other than enlargement of the boundaries of knowledge, would never be done elsewhere. Sometimes this research is of only esoteric interest, but over time it frequently proves to be of enormous practical significance to the nation's economy, to its security and to the quality of life of its people. No element of the rampant anti-intellectualism of recent years has been more foolish, more indulgent of the emotions at the expense of reason, and ultimately more dangerous, than the negative attitude toward maintaining and strengthening the academic community's research capacity—especially in the basic sciences. We will surely pay for this in years to come.



Not unrelated to higher education's role in preserving and extending knowledge is the capacity of the campus to provide a protected environment or base for dispassionate criticism of the larger society. This is a function that has sometimes been abused, when the criticism has amounted to little more than unsupported political or social opinion, or when individual scholars have allowed themselves to become paid spokesmen for special interests. Nonetheless, where criticism is, as it should be, based on professional competence and hard evidence derived from objective study and research, the function is of critical importance to the maintenance of a free society and deserves strong support.

Two other socio-economic functions are closely related to one another. One is higher education's service role, in which it provides the administrative base and intellectual resources for externally-financed technical assistance programs in a variety of areas. The other is its role as the permanent home for a large pool of highly trained faculty talent available on an individual consulting basis to government, industry and non-profit organizations. Although, as indicated, the university's claim to a special problem-solving capacity became vastly exaggerated, and although faculty consulting too frequently has taken the form of self-seeking absenteeism from the campus, higher education's technical assistance capability, nonetheless, is of real value of the nation.

Perhaps the socio-economic function of higher education with which the public is most familiar is its role as the principal agent of social mobility and certifier of class status in the society, albeit with less assurance of success today than in the past. Much of the controversy surrounding higher education relates to this function. On the one hand, the opportunity to go to college has offered to many Americans just about their *only* chance to rise to middle and upper middle-class status, and they have seized it avidly. On the other, as more and more people have gone to college, increasingly those who have not have been implicitly, and of course, unfairly, stigmatized as failures. The blame for this dilemma should be assigned not to higher education alone but to the society at large, for its failure to create viable alternative paths to economic success and social approbation.

Closely associated is higher education's function as the principal agency for the induction of youth into adulthood. This has both its positive and negative aspects. Viewing youth as a social and psychological stage of life during which some young people feel the need to pause for a few years of personal development before making an irrevocable commitment to the adult world, the campus provides just this opportunity, and usefully so. However, as virtually the only large-scale institution organized to meet the needs of young people between roughly the ages of 18 and 22, higher education tends to attract some students who profit little from it and would probably, given desirable alternatives, prefer not to be there. If greatly expanded

open-entry apprenticeship opportunities, or substantial volunteer or low-paid service programs, or secure employment leading to productive careers were available for young people, higher education would not be called on to play this “warehousing” role.

Still another socio-economic function and one which is rapidly gaining in significance is the opportunity higher education offers to adults, primarily through part-time study, for intellectual stimulation, career advancement and personal growth. As the proportion of older people in the population increases steadily in the years ahead, following predictable demographic trends, this phenomenon will undoubtedly grow, to a point where some institutions may find that they have as many people over 40 enrolled, at least part-time, as they do under 20.

### *WHAT MUST BE DONE*

Looking over this wide range of educational, cultural and socio-economic functions, one cannot help but be impressed by the extraordinarily influential role higher education plays in this nation. Without qualification it affects the lives of all Americans—their economic well-being, their health, the environment they live in, their security in an increasingly dangerous world and many other facets of their existence. An enterprise that was once of marginal value to the nation has become central to its strengths, and this will ever be so. There is no possibility now of turning back from that reality.

Loss of public confidence in higher education is therefore nothing short of a national tragedy, for it is ourselves we are hurting, not a group of meaningless institutions appended to society but not intrinsic to it. The damage already done is extensive and it will be catastrophic if public estrangement from the campus is allowed to continue. The nation’s fund of high-level intellectual capital, on which it is now so dependent, is far from being a permanent asset. Once acquired, it wastes rapidly if its replenishment is neglected. This replenishment consists not only of support for the great libraries, laboratories and museums, the research that goes on in them, and the identification and advanced training of particularly talented students. It also consists of maintaining and strengthening the academic community’s capacity to train the millions of managers, professionals and technicians who are needed in a complementary role if the nation is to make effective use of its high-level intellectual capital. We owe it to future generations never to let this precious fund and the wider structure that must undergird it atrophy and deteriorate.

As we look toward the end of this century, we see two possible futures for higher education. The first is a strong, diversified system of academic institutions, ranging from world class universities to locally oriented two-year colleges, all reaching a high degree of excellence in their varied missions, flexible enough to accommodate a pluralistic American population. The



other is an array of stagnant institutions, plagued by low morale, unable to meet the demands of society, with few, if any, commanding international respect. The outcome can be the former or the latter according to what we determine it will be. Unfortunately, the process of making that decision—by default—in favor of a negative vision of the future is already under way. It will only be reversed if a new consensus can be developed in regard to the position higher education should occupy in our scale of national priorities and values.

It is hard to see how such a consensus is to be attained without strong leadership from Washington. We are presently in what might be called a period of modest thaw after the long freeze in White House relations with the academic world, in which the President has made visits to several campuses. These conciliatory gestures are most welcome, but they are hardly enough. What is needed now is a clear demonstration by the nation's highest political leadership, both in Congress and in the administration, of its awareness of higher education's importance to all Americans and a strong avowal of confidence in it.

The framework of a sensible federal program for the support of higher education is largely in place as the result of steps that have been taken over past years, although some parts of it are seriously underfunded and in other places supplemental actions and modifications are needed. The Carnegie Council on Policy Studies in Higher Education has recently made a series of proposals for such changes in a statement entitled *The Federal Role in Post-Secondary Education, Unfinished Business 1975-1980*.

Approaching the matter in a way that differs only slightly from that taken by the Council, one can list seven priorities for federal aid. These are:

- A generous program of support for graduate students.
- The support of advanced research, on a basis of competitive quality.
- Special grants for major research libraries and museums, both those that are university related and those that are independent.
- The support of medical and other health-related training.
- Strengthening of higher education's international dimension through the support of special language and area studies programs, research and educational exchange.
- Maintenance of the existing special fund for assistance to experimental undertakings within higher education.
- Provision of the funds necessary to make equality of opportunity in higher education a reality.

Also highly desirable would be the program of tuition-equalization grants proposed by the Carnegie Council as a form of basic assistance to private institutions.

The principal responsibility for higher education, however, continues to

lie with the states. They have an enormous stake in it as the source of the trained people needed to maintain healthy economies and to provide necessary governmental and social services to their residents. On balance, the states have done a good job with higher education and until recently their support of it has held up extremely well. Nowhere, however, does the negative attitude toward higher education seem to be greater today than among some elected state officials. The harshness of the criticisms one hears from them, especially in reference to the faculty, can be quite shocking. In certain states there seems to be an outright determination by legislators to reduce their great public universities from hard-won national and international ranking back to the status of purely local or, at best, regional institutions.

Nothing could be more short-sighted than this kind of negativism, yet turning it around will not be easy, so pervasive is it and so deeply is it now entrenched. A positive new attitude from Washington could, as indicated, make a considerable difference but may not be enough. Ways may also have to be found in particular states to arouse public opinion, perhaps through the creation of voluntary citizen movements. Those state officials who do continue to support higher education will also have to exert more leadership.

The same kind of negativism that characterizes many public officials is also evident in the business community. There one finds a deep resentment at what is considered to be a prevailing bias among faculty members and students against the corporate world, indeed against the "free enterprise system." For their part, many members of the academic community believe that recent disclosures of illegal or improper corporate activities do give them good cause to be suspicious of business, and some faculty and students unquestionably do have basic doubts about the capacity of the present economic system to produce a just society. Nevertheless, on neither side is the perception of the other wholly justified. There is, in fact, a wide range of economic and political opinion within the academic community, and of course many corporations have certainly not been guilty of any wrongdoing and have, indeed, demonstrated a clear sense of social responsibility. A certain amount of tension between the business and academic communities is understandable and not necessarily a bad thing. The estrangement may, however, have reached a point today where it is injurious to the welfare of both parties and contrary to the national interest. On its side, business is heavily dependent on higher education for the research and trained manpower it produces, whereas higher education badly needs the business community's moral and financial support.

### *FORGING A NEW CONSENSUS*

If a new consensus regarding the position of higher education in American life is to emerge, there is much that academic institutions themselves can do to assist.



First, they must stop trying to sell higher education to potential students on the grounds primarily of its economic benefits. This simply plays into the hands of those who are saying that the economic returns are no longer worth the investment. Colleges and universities should instead be stressing to students the many non-pecuniary benefits of the experience. To the public they must do a much better job of explaining the wide variety of functions performed by higher education. The more effective they can be in demonstrating the broad public interest in what they are about the less they will be in the unhappy position of always seeming to plead a special self-interest.

Secondly, higher educational institutions must continue to press ahead with the administrative and educational reforms on which they are now embarked. Every effort must be made to pare away unnecessary expense. Unproductive activities must be dropped. Existing resources must, in some cases, be diverted from their present uses to meet newly identified public needs. In this kind of restructuring, however, the liberal arts, which are the very heart of higher education, must be neither jettisoned nor deemphasized. There may well be fewer students who feel that it is in their interest to graduate with majors in certain disciplines, but it ought to be mandatory for all students, whatever their majors, to include a generous portion of liberal education in meeting the requirements for their degrees. We dare not turn out narrowly trained graduates who lack the breadth and flexibility of mind that will be required for intelligent decision-making in a rapidly changing world.

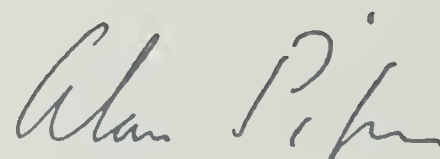
The most important task ahead for the academic community is to cut costs while at the same time preserving or even improving quality. Cost-cutting should not be designed just to save institutional expense but to effect real savings for students, parents and taxpayers. One way to accomplish this, although it does not help institutional budgets unless enrollments are increased, is to reduce the length of time required to gain degrees by better articulation of secondary, undergraduate and graduate education as well as by improved organization of degree courses. The savings, if this new policy were to become general, would be considerable. A number of experiments are being carried out now in various parts of the country to see how the time required to gain degrees can be reduced without depreciating—and perhaps even enhancing—their value. Successful efforts to cut the cost of higher education by shortening its duration may prove to be one of the most helpful steps the academic community can take to regain public approbation and support. Two cautions, however, must always be kept in mind if this movement grows: time-shortened degrees are by no means appropriate for all students, and they should never be achieved at the expense of reducing or abandoning the breadth of study necessary to produce a truly educated person.

Another area for consideration is that of faculty productivity. Some of the complaints being heard about low teaching loads are grossly distorted and

unfair. Nonetheless, evidence from a recent national survey of faculty indicates that the great majority of scholarly research and publication is done by a small minority of the professoriate. Clearly this raises the awkward question of whether some faculty members should have their teaching loads set on the assumption that they are doing research and writing they never have done and probably never will do.

Finally, higher education should review every aspect of its operations—its governance, administration, teaching, research, student life and external service—to be certain that in a moral sense it really does qualify for public trust and approval. For trustees and regents this means individual attention to the best interests of the institutions they are supposed to be serving and the elimination of self-interest in all its varied and subtle forms. For administrators it means constant alertness to see that the highest ethical standards are adhered to in every facet of institutional life. For faculty it means a greater devotion of the welfare of the institutions that employ them and to the best interests of students, as well as increased attention to moral values and ethical issues in their teaching. For students it means greater tolerance for the opinions and mores of other groups in the society. One cannot stress too heavily this need to strengthen the moral dimension of academic life, for renewal and growth in this realm is the very heart of the reform higher education must undergo if it is to regain wide public regard.

The building of a new consensus about the place of higher education in our national life, and reversal of the present negativism toward it, is an enormous task, involving public officials, leading citizens, young people, the general public and, most of all, academic institutions themselves. No one can promise that this urgent undertaking will succeed. If it does not, however, it will not be higher education alone but the entire nation that will be at risk, for what is at stake is no less than this.

A handwritten signature in dark ink, appearing to read "Alan Pifer". The signature is fluid and cursive, with the first name "Alan" and the last name "Pifer" clearly distinguishable.

President



The  
report on  
program



# List of grants

During the fiscal year ended September 30, 1975, the trustees appropriated \$13,938,035 for grants. This figure includes \$1,038,550 for the program in the Commonwealth. The Corporation made 61 grants to schools, colleges and universities and 64 to other organizations. In addition, three appropriations were made for projects administered by the officers.

Each of the Corporation grants made during the year under review is listed and described briefly on the following pages. To facilitate reference to these grants, they are grouped according to broad program areas. These are: higher education, early childhood education and development, elementary and secondary education, public affairs, and the Commonwealth Program. Grants that do not fit easily into these categories are listed as other grants. Addresses of grant recipients may be found on page 107; an index of the list of grants for the year 1974-75 is on page 113.

## *Higher education*

For many years a central aim of the Corporation's program in higher education has been to widen the options for individuals of all ages seeking college degrees. Toward this end the Corporation has supported a variety of programs that promote a greater integration of work and education into a pattern of life-long learning; that break the eight-year lockstep from high school through college, and that improve educational opportunity for all. Nontraditional study programs, like the off-campus degrees offered by Empire State College and the New York State Education Department, are opening up postsecondary opportunities for thousands of young people and adults. They are also demonstrating that not all education of academic merit need take place in the classroom. The concept of the external degree is now being extended to the graduate level with the Corporation's grant this year to the University of Michigan.

The growth of nontraditional education and recognition of the validity of experiential learning have also pointed up the need for sound methods of assessing nonclassroom experience. The Cooperative Assessment of Experiential Learning, a consortium of nontraditional institutions that is attempting to develop such assessment techniques and procedures, is receiving Corporation assistance over several years.

In line with the Corporation's concern with encouraging more flexibility in the structure of undergraduate education, it has been supporting programs that address the problem of gaps and duplication between high school and college curricula and that reduce by various means the conventional high school to college span. Three-year degree and early entrance degree programs are examples of two approaches to the time-shortened degree; another is the middle or intermediate college described below; the cooperative effort of the high schools on Staten Island and Staten Island Community College to establish an educational continuum is still another.

Studies of the relationship of education and work, and college programs that integrate both, have been an almost inevitable consequence of the Corporation's interest in increasing educational opportunity. Support has been given to the National Manpower Institute to develop recommendations for an education and work policy for the country. Like the Corporation-supported Commission on Non-Traditional Study, the Institute's study underscores the role of employers and the community as well as educational institutions in assisting youth in the transition to responsible citizenship. The Corporation has also supported various efforts to seek out and assess educational programs already being conducted by industry and other employers.

Cutting across most of the Corporation's grants is concern for increasing educational opportunity for minorities, for women, for veterans and servicemen, and for other nontraditional students. Programs specifically for black students have supported their graduate and professional education in im-



portant areas where they are greatly underrepresented: in the sciences and in law (law school projects are described in the public affairs program). The Corporation has assisted black colleges chiefly through such central organizations as the Southern Association of Colleges and Schools or the Institute for Services to Education. The Corporation's interest in the educational and professional advancement of women, which formerly concentrated on continuing education, more recently has aimed at preparing them for positions in academic administration and at projects concerned with the status of women in higher education.

A program interest to which the Corporation has committed more than \$2 million since 1967 has been the Doctor of Arts degree—the teaching degree as distinguished from the research-oriented Ph.D.—which has had the purpose of improving undergraduate teaching primarily in the community and state colleges where the vast majority of students are enrolled.

Another major interest of the Corporation has concerned the search for long-range solutions to problems created by conditions of slow or no growth in higher education. Various Corporation-assisted projects have included policy-related studies and other activities focusing on the economics and financing of higher education and the role of state and federal governments. A number of grants have been made in recent years to study and disseminate information on the growth and impact of collective bargaining. Both these and other issues are also being studied for their implications for the independence and governance of higher education.

The Corporation in addition has paid particular attention to efforts at interinstitutional cooperation and other institutional measures that have the goal of providing better education at less cost. Related to this are the Corporation-supported programs of the educational associations aimed at strengthening their representation of, and their services to, membership institutions.

### **Doctor of Arts Programs**

\$492,000

Grants made last February to 15 institutions offering the Doctor of Arts degree have brought Corporation support for the development of the “teaching degree” to more than \$2 million. The suitability of the research-oriented Ph.D. as the principal qualification for college teaching has come under increased questioning. Many feel that it does not adequately equip young instructors for teaching in two- and four-year institutions, where the vast majority of students do not go on to graduate or professional schools. Several features distinguish the D.A. from other doctoral programs: the training—a minimum of three years' rigorous study beyond the baccalaureate—is based in a subject area but is broader and sometimes interdisciplinary; the research has more to do with the advancement of teaching than of knowledge; and programs involve supervised teaching at the undergraduate level. D.A.

degrees are now being offered in more than 20 institutions, spread over approximately 30 liberal arts fields. Many of the students are already college teachers seeking to upgrade their skills and credentials. The Corporation has made this latest series of grants, primarily for student fellowships, to strengthen existing programs. The recipient institutions are:

Carnegie-Mellon University	\$100,000
University of Illinois at Chicago Circle	65,000
The Catholic University of America	30,000
Idaho State University	30,000
Lehigh University	30,000
University of Miami	30,000
University of Mississippi	30,000
University of Northern Colorado	30,000
Ball State University	21,000
Drake University	21,000
Illinois State University	21,000
Middle Tennessee State University	21,000
University of Michigan	21,000
University of North Dakota	21,000
University of Washington	21,000

**Michigan State University** \$15,000

When Paul L. Dressel, assistant provost for institutional research at Michigan State University, carried out an evaluation of Doctor of Arts programs for the Corporation in 1973, he concluded that the greatest variation and weakness was to be found in the courses and experiences directly related to the professional or teacher component of the programs. This grant is enabling Mr. Dressel to visit the 15 institutions awarded D.A. fellowship support by the Corporation, in order to discuss with faculty members, administrators, and degree candidates the adequacy of teaching requirements and training. His visits will also enable him to compile and edit a volume on the professional training component of the D.A. degree.

**University of the State of New York** \$14,154

The recent commitment of the Regents of the State of New York to encourage the development of the Doctor of Arts degree in institutions throughout the state represents the first time a state has adopted a policy actively encouraging the D.A. To date, only two New York institutions—Syracuse University and State University of New York, Albany—offer the degree. This grant has enabled the Regents, which authorized the use of the D.A. in 1971, to begin implementation of a plan to gain more widespread acceptance of the degree. It provided honoraria and travel expenses for an advisory board which made a thorough examination of alternative requirements in programs leading to the D.A. and revised the state's D.A. guidelines.



**Educational Testing Service (ETS)****\$203,000**

The Cooperative Assessment of Experiential Learning (CAEL), a joint project of ETS and 160 colleges and universities, was launched with a substantial Corporation grant in 1974. The goal of the project is to develop assessment techniques and procedures for evaluating experiential learning—or learning gained through experience outside the classroom. Such learning is becoming increasingly important as more young students leave the campus for work experience, internships, and travel, and more adults seek credit for learning acquired on the job or through volunteer activities. The diversity of experiences by which students acquire knowledge merits recognition and requires flexible yet academically sound means of assessment. CAEL has already completed an inventory of current practices in experiential learning, identified priority areas in which work to refine assessment techniques is under way on 20 campuses, and instituted a communication network to disseminate its findings. It is now moving to collect data on assessment procedures already developed and to initiate studies to validate them. The Corporation, the Ford and Lilly Foundations, and the Fund for the Improvement of Postsecondary Education are contributing to the costs of the Project.

**University of Michigan****\$87,000**

The demand for graduate degrees by persons who for one reason or another cannot undertake residential study is becoming evident in the growth of off-campus graduate programs of variable quality around the country. The University of Michigan, with this grant, has begun an 18-month-long study of the feasibility of offering external graduate programs in several Michigan communities. The concept is being explored through an analysis of state resources, cost projections, and potential demand in cooperation with the Michigan Council of Graduate Deans, the State Board of Education, and community leaders. Those involved do not expect such a program to exacerbate the problem of employment for Ph.D.'s since most of the students would be working adults seeking general enrichment or career advancement in fields in which they are already employed.

**American Association of State Colleges  
and Universities (AASCU)****\$256,000**

The Servicemen's Opportunity College (SOC) is a network of nearly 300 two-year and four-year institutions here and abroad that assist men and women in the Armed Services in earning college degrees. Addressed to the needs of an all-volunteer army, it grew out of the Servicemen's and Veterans' Project of the American Association of Community and Junior Colleges (AACJC), which helped double the number of Vietnam-era veterans making

use of educational benefits under the G.I. Bill. Under SOC, many college courses are taught on military bases or in evening or weekend classes; in addition, credits may be earned through the College-Level Examination Program or other nontraditional means. Sponsored jointly by the AASCU and the AACJC on behalf of 13 educational associations, SOC is now extending its network to other institutions, including selected technical/vocational institutes and perhaps graduate schools. In conjunction with support from the Department of Defense, the Corporation made this grant not only as a way to expand educational opportunities for nontraditional students but to encourage flexibility in college programs for all students.

**Syracuse University Research Corporation**

\$300,000

A 1972 survey indicated that nearly 80 million persons aged 18 to 60, excluding full-time students, desire some form of further education. While there are numerous nontraditional programs for those who cannot avail themselves of conventional opportunities, most people are not aware they exist. Every major statement about nontraditional study, in fact, has pointed to the importance of educational and career counseling. The Regional Learning Service (RLS), with central offices at Syracuse, is one organization that is trying to reach, through its materials about educational programs, its counseling workshops, and its network of "learning consultants," this untapped market of potential students in the central New York area, many of them women or minorities. How much of this group RLS can actually reach cannot be predicted, but if successful, it could serve as a model for other regions. This grant, following up earlier support, is enabling RLS to continue developmental efforts.

**Northeastern University**

\$200,820

The cooperative education plan, whereby college students alternate work experience with campus learning, was initiated over 60 years ago primarily to help needy students put themselves through college. In the last decade, however, institutions have endorsed paid employment and other off-campus experiences such as internships and volunteer service on the grounds that they can be considered educational, can introduce flexibility into college programs, and can enable students to explore areas of career interest. Northeastern's success with its own cooperative plan led the University to establish the Institute for Off-Campus Experience and Cooperative Education in 1973 in order to encourage and facilitate the participation of other colleges and universities in the vast array of employment and educational opportunities available to students interested in off-campus opportunities. By spring of 1975 students in 17 colleges and universities were receiving career counseling and off-campus job placement.



**Conference Board**

\$87,450

Since World War II industry and business have been offering educational programs to millions of their employes, but, surprisingly, little is known about the enrollment, purposes, content, quality, or costs of these courses. The Conference Board, a membership organization of leaders in American industry, is taking an inventory of education in industry, using a selection of 3,000 companies. In the process of gathering basic facts, the Conference Board will lay the groundwork for answers to such questions as, How well are industry's manpower needs being met by the traditional educational system? What positive role could industry play in influencing the pedagogy of the schools? How much occupational training could be done better and at less cost by industry? The Rockefeller Brothers Fund and the Corporation are helping meet the total cost of this 18-month-long survey, which should contribute to policies and research related to lifelong learning, nontraditional education, and productivity in education.

**National Manpower Institute (NMI)**

\$15,000

A 1973 Corporation grant to the Manpower Institute for a policy study of ways of bringing the worlds of education and work into a closer, cooperative relationship has resulted in a report published by The New Republic Book Company in November 1975. *The Boundless Resource: A Prospectus for an Education-Work Policy*, by Willard Wirtz, president of NMI and former Secretary of the U.S. Department of Labor, contains specific recommendations for ways to facilitate the transition of young people from school to employment and to further education as part of a pattern of lifelong learning. This grant was made to assist the Institute in disseminating the book and its recommendations through a variety of promotional efforts.

**City University of New York, Staten Island****Community College**

\$168,204

The Staten Island Cooperative Continuum is a three-way partnership among the public and private secondary schools of Staten Island and Staten Island Community College (SICC), which is part of the City University of New York system. It was formed to create a better fit between school and college, by developing new curricula and forms of instruction, by sharing people, ideas, and resources, and by shortening students' years in school through elimination of duplication. Few models for school-college cooperation exist. Staten Island offers a setting in which such an experiment might succeed. At the heart of the program is curriculum coordination and development, and the Corporation is providing funds to facilitate this work over three years. Plans for the future include expansion of the partnership to other colleges on Staten Island as well as to the elementary and intermediate schools.

**Seattle University**

\$236,000

The middle or intermediate college, a relatively new concept in education, combines high school and college curricula into one coherent program that awards the baccalaureate degree after what is traditionally the sophomore year in college. One example is Simon's Rock, in Massachusetts, which developed its baccalaureate degree program with Carnegie support. Another is Matteo Ricci College, which was established by two Catholic institutions—Seattle Preparatory School and Seattle University—and is the result of thorough curriculum revision that will compress a normal eight-year program into six. The first students were enrolled in the fall of 1975. The middle college concept has grown out of dissatisfaction by parents, teachers, and students alike with the time and expense required to finish high school and college and with the omissions as well as the overlaps between school and college curricula. Corporation funds are being used toward development and evaluation of curricula for the initial three years of the Matteo Ricci program.

**Association of Episcopal Colleges**

\$12,500

The schools and colleges associated with the Episcopal Church have organized a joint program called a Colloquium on Curriculum in order to undertake a critical review of the traditional educational curriculum and to devise new curricula that will better meet the educational and social needs of the late 20th century. Of special interest to the Corporation is that the sessions are focused on the continuum of instruction, from preschool to adult education. The first session was funded by the Lilly Endowment, and the Corporation funded the second.

**University of Tennessee**

\$256,400

While black students represented 4.4 percent of all graduate enrollments in 1973, their enrollment in engineering, physics, and the life sciences was only 1.2 percent; and although the number of black Ph.D.'s in the sciences has increased by 50 percent over the last five years, blacks still hold less than 1 percent of all science Ph.D.'s. Since 1970 the Corporation has given a few grants designed to improve the preparation of black students from predominantly black colleges in the South for graduate study in the sciences. This grant renews for three more years earlier support for a summer program at Tennessee's Graduate School of Biomedical Science to introduce promising black students to advanced work in the biomedical field and to give black college teachers an opportunity to do research at Oak Ridge National Laboratory. Forty-six undergraduates have been involved in the program, and 18 of the 24 who have thus far received bachelor degrees have embarked on graduate study. More than half of the participants are women. The next phase of the program will also permit black biomedical scientists to give



visiting lectures at the 18 participating black colleges. Government fellowships have assured support for the successful students to pursue Ph.D. programs.

**Alabama Center for Higher Education (ACHE)**

\$157,000

In 15 counties in Alabama, where there are high concentrations of poor and black citizens, there are said to be some 32,000 college-age blacks. In 1971, no more than 2 percent of them were enrolled in college. For many of those who might have pursued a higher degree, the way was poorly marked and in financial aid, poorly paved. The ACHE, a consortium of eight predominantly black colleges in the state, began in 1972 a counseling and recruitment program to encourage college applications from the 58 high schools in the 15 counties. The effort, which was assisted with a three-year Corporation grant, helped 113 students start college in the fall of 1972, where only 40 had enrolled the previous year; in 1973 the number increased to 305; and in 1974 to 397, a rate which should be sustained now that more student aid is available. The Corporation provided two years' additional support to strengthen this service of one of the most effective agencies assisting black colleges in the South.

**University of Florida**

\$112,000

This cooperative program has brought students from the four predominantly black institutions in Florida to the University of Florida for a summer quarter after their junior year, introducing them to technical fields not as readily available at their home institutions, particularly engineering, technology, and the health sciences. Most were students who would not have qualified for admission to the University as undergraduates on the basis of their 12th grade scores on state examinations. By mid-1975 more than 40 percent of the 221 participating students had gone on to graduate or professional schools or were to be admitted the following fall. The current two-year grant continues Corporation support for the pre-graduate and pre-professional training and increases funds for graduate fellowships.

**Western Interstate Commission for  
Higher Education (WICHE)**

\$14,828

The Planning Resources in Minority Education (PRIME) program at WICHE was started in 1971 to provide assistance to Indian studies programs in traditional institutions. Its focus changed, however, as it was increasingly called upon to give technical and educational assistance to tribes seeking to establish their own higher education programs. The staff, led by Patricia Locke, a Chippewa-Sioux, has now assisted 27 tribal entities in initiating community colleges or adult learning centers and helped link them with accredited four-year institutions. The Corporation, which assisted this pro-

gram once before with a small grant, is providing supplementary support until prospects for funding from other sources become clear.

**National Association of Bank Women Education Fund** \$232,000

A 1974 survey by the National Association of Bank Women (NABW) produced the startling finding that only 12 percent of its approximately 14,000 members, all of whom are at least minor officers of banks, have college degrees. This situation, combined with poor incentives for advancement, has kept many of them in low-paying and low-level jobs. Banks are now under great pressure to appoint additional women to middle and senior management positions and to admit more women into their own training programs, but the prerequisite for entry is usually a degree. In response, the NABW has begun a program, in cooperation with Simmons College, to provide women in banking the broad management training and academic credentials they need to qualify for upper-level jobs, with minimum disruption of their careers. The program involves educational counseling, bank management courses at Simmons, and nontraditional methods of meeting credit requirements toward the bachelors degree. It is planned that, through cooperating colleges in other cities, the program will soon spread to other regions of the country as well. The Corporation is providing support for two years.

**Foothill Community College District** \$86,400

This grant combines the Corporation's long-standing interest in continuing education for women with its more recent concern for a closer relationship between education and work. The Foothill Community College District, embracing two community colleges south of San Francisco, has launched a two-year experimental program for women over the age of 25, which should improve their access to middle-level technical, scientific, and managerial occupations. The program, incorporating academic study, career counseling, and internship experiences at the NASA/Ames Research Center, offers women with demonstrated academic ability, some work experience and strong career motivation a year's academic credit toward an Associate degree, and assists in transfer to a four-year college for those who do not have the bachelors degree. If successful, it may establish an educational pattern for other community colleges and for employers who need to increase the proportion of women in their ranks. The Ames Center is providing stipends for the 50 women expected to participate, and the Corporation is helping support the Foothill program staff.

**University of Wisconsin** \$15,000

For the past three years the Corporation and the Ford Foundation have jointly funded six-week summer institutes in academic administration, a program designed to prepare women faculty members from major universities



for careers in the upper levels of university administration. The home institutions have paid the expenses of the participants and given assurance that their nominees would be placed in suitable positions some reasonable time after completing the training. Indications are that the institutes, which have now gone co-educational, have helped improve opportunities for women in the field. The first two institutes were held at the University of Michigan but transferred to Wisconsin when the program's director, Virginia Davis Nordin, accepted a faculty position there. The Corporation's payment for the third year was reallocated to the University of Wisconsin, and a final grant was made in support of a fourth summer session.

#### **Cedar Crest College**

\$15,000

In 1973 the Corporation made a substantial grant to Cedar Crest College to plan and inaugurate an internship program designed to encourage young women to choose careers in college administration and to enlarge the pool of trained women for entry-level positions. The program, intended for recent graduates of 16 traditionally women's colleges was launched in fall of 1974 with 16 women—one from each college—who served a 10-month internship at one of a college other than their own. This supplementary grant extended the Corporation's support for the program to three years.

#### **Cornell University**

\$14,762

While a number of educational options exist for middle- and upper-income women and for housewives returning to the work force, few programs have been designed for women in blue-collar, service, or clerical jobs, who make up 72 percent of the female labor force. Yet there are strong indications that women in this latter group desire such programs, especially those that would provide leadership skills, promote self-confidence, and route them into two- and four-year college programs on a part-time basis. Cornell University's New York State School of Industrial and Labor Relations in New York City, in response to this need, established the Trade Union Women's Study Program. It is now planning a conference of urban educational institutions, corporations, and labor unions as a first step toward creating a network of educational programming for working women. The Corporation is paying the costs of planning the conference, which will be held in spring of 1976.

#### **Sagaris**

\$3,460

In 1974 a group of young women who had been both teachers and students of women's studies established Sagaris as an independent, experimental feminist educational organization. Sagaris, which held its first two five-week institutes during the summer of 1975, has a three-fold aim: to create a central setting in which women academics, theorists, activists, and writers can discuss major issues in feminist thought; to provide a continuing educational opportunity

for women out of college who are concerned with these issues; and to supplement and influence women's studies programs in higher education through advanced-level courses on the nature and place of feminism in society. The Corporation funded a review committee, made up mainly of women faculty members and administrators, to evaluate the institutes and make recommendations for Sagaris's future organization and focus.

**American Council on Education (ACE)**

\$250,000

The ACE, with a membership of 1,380 institutions (mostly colleges and universities) and 186 regional and national associations, is a center of cooperation and coordination for the improvement of higher education and a major source of information and leadership in the field. In 1973 the ACE created the Policy Analysis Service (PAS) to strengthen the Council's capability to develop soundly conceived policy positions for use by the educational community and by government. While many of the studies and services are the responsibility of the staff, PAS also contracts for additional studies and collaborates on projects with other institutions, such as the Carnegie Council on Policy Studies in Higher Education. PAS is under the direction of Stephen K. Bailey, vice president of the ACE. This grant is being used toward support of its activities over five years.

**Brookings Institution**

\$150,000

Most major policy groups studying the problems of higher education have dealt with undergraduate education. One exception has been the National Board on Graduate Education, an *ad hoc* body whose research on some of the critical issues facing graduate education has been supported by Carnegie for the past three years. David W. Breneman, staff director of the Board which terminated its activities in fall of 1975, is now heading a new research unit within Brookings that will maintain some of the same concerns. Initial research will focus on economic problems that confront universities, particularly those institutions involved in graduate education and research. A second project, to build on the first, will involve micro-studies of the likely responses of institutions to changing pressures and public policies. The Corporation is funding the first year and the Ford Foundation the second in this three-year plan of work.

**Carnegie Foundation for the Advancement of Teaching**

\$150,000

At least 40 states now provide funds for private colleges, through direct institutional grants, scholarship aid to students, contractual arrangements for special programs and services, construction funds, and the like. Yet little is known about the effects of these different forms of subsidy on the enrollments, autonomy, and financial health of these institutions, or about the effect on public education of this competition for tax dollars. A study of



the differential impacts of various programs of state aid to private higher education is now being carried out by Margaret Heim, an economist on leave from Bucknell University, with the guidance of an advisory committee within the Carnegie Council on Policy Studies in Higher Education, which is the major activity of The Carnegie Foundation for the Advancement of Teaching. The findings of this two-year inquiry should be useful to legislators in considering new allocations or the revision of existing funding formulas.

**Education Commission of the States (ECS) \$12,500**

Five regional conferences followed by a “synthesizing” conference in Washington, D. C., were organized by ECS this past year to promote discussion among decision makers on crucial issues relating to the financing of post-secondary education. Participating were a mix of representatives from state and federal government and from educational institutions and organizations who met in the hope that such a forum for the analysis of policy alternatives would raise the level of debate and the quality of decisions affecting post-secondary financing. The participants reviewed the recommendations of several recent committees, commissions, and task forces, including two Corporation-funded policy studies on the subject. The Corporation and the Ford Foundation provided equal sums toward the conferences.

**Education Commission of the States (ECS) \$15,000**

A set of six regional conferences, cosponsored by ECS, the American Association of University Professors, and the Society for Religion in Higher Education, is to focus on the goals, purposes, and programs of higher education during a time of slow growth and waning public support. The aim of this series is to bring together representatives from government and higher education—principally state legislators and faculty—to discuss their increasingly divergent perceptions about the role and value of higher education and to attempt to establish better agreement concerning the direction higher education should take in the near future. The Corporation is contributing toward the cost of the conferences.

**State University of New York, Buffalo (SUNY) \$14,883**

The expansion of faculty unionism and collective bargaining is changing traditional patterns of authority in public higher education and has the potential for straining the relationships between state government and higher education or for enhancing the academic effectiveness and public accountability of institutions. The Corporation has, over the past three years, supported studies of collective bargaining in both private and public institutions. Now, Edward Duryea and Robert Fisk, professors of higher education at SUNY, Buffalo, part of the first statewide system to be unionized, are studying

the effects of the experience on relations between 28 institutions in the system and the state government. The authors' report should prove useful for similar inquiries in other states as well as for those involved in collective bargaining in the SUNY system.

**Council for the Advancement of Small Colleges (CASC) \$369,000**

Of the more than 1,000 private liberal arts colleges in the country, 91 percent have fewer than 2,500 students. Most of the 150 members of CASC enroll under 1,000, yet in the aggregate they contribute to diversity in higher education and offer their students more individual attention and sense of community than can be found on most college campuses. This three-year grant will enable CASC to collect, analyze, and disseminate information about the activities and operations of its members and other liberal arts colleges as a basis for improving institutional planning, management, and performance.

**Interuniversity Communications Council (EDUCOM) \$150,000**

One way in which colleges and universities may cooperate to cut costs, increase productivity, and also upgrade their research capability is through sharing of computer resources. A prototype computer network that will foster such sharing while maintaining decentralization of computer services is being developed by EDUCOM's Planning Council on Computing in Education. Small grants from the Corporation in 1973 and 1974 led to the establishment of the Planning Council, which now has a membership of 20 institutions. This three-year grant will help the Council conduct studies to reduce some of the technical and administrative problems of "networking" and to determine cost allocations. Eventually the Council intends to facilitate development and operation of a self-supporting network that will link computer centers on a much larger scale.

**American Studies Association (ASA) \$75,000**

The National American Studies Faculty (NASF) is made up of 2,000 ASA members, most of them university and college teachers, who have volunteered a range of professional advisory services to institutions interested in upgrading the teaching of American studies and interdisciplinary liberal arts courses. Museums, historical societies, professional associations, and other groups outside higher education have also benefited from NASF's help in creating a more sophisticated understanding of the national heritage and the relationship of science and technology to humanistic values. While the project is not directly within the Corporation's program, it does relate to the foundation's concern for strengthening liberal education and for cooperation among educational institutions.



**Association of American Colleges (AAC)****\$15,000**

The growth of overlapping and competing organizations representing private higher education and also liberal arts education in private and public institutions has made clear the need to establish a unified national voice for both, particularly now when rising economic pressures, the trend toward vocationalism, and the increasing influence of state governments are placing both the private sector and liberal education in jeopardy. The AAC is undertaking a study to try to resolve the problems of fragmentation and to make recommendations for the best form of national representation to work toward constructive public policies that do not jeopardize either private or liberal arts education. The Corporation and other foundations are contributing to the costs of the study, which should be completed in early 1976.

**University of Pennsylvania****\$12,700**

In the spring of 1974 the University of Pennsylvania sponsored a Conference on Undergraduate Education, which provided an opportunity for representatives from 68 institutions in Pennsylvania and surrounding states to exchange views on the status and goals of undergraduate education. This kind of regional discussion on an informal basis proved valuable in encouraging cooperation and understanding among the participating institutions, and the University requested Corporation funds to distribute the proceedings of the first conference and to support a series of seminars on undergraduate education among liberal arts colleges and universities in the Delaware Valley. These seminars may offer a model for discussion among other regions in the state.

**Columbia University****\$46,000**

Since the 1960's the question of whether the traditional goals of general education can be achieved in a complex, rapidly changing, technological society has been examined in depth in a number of institutions. Two years ago Columbia, with Corporation support, launched a university-wide exploration of possible new approaches and practices for general education, and supported faculty development of a number of pilot interdisciplinary courses. These efforts, which have now extended to the graduate levels and to professional faculties at the University, have also attracted the attention of other colleges and universities. The current grant will permit the explorations to continue for two more years and enable Richard Kuhns and Robert Belknap, chairman and vice-chairman of the program, to work on a book based on material coming out of weekly faculty seminars on the subject.

**American Academy of Arts and Sciences****\$15,000**

For more than a year a group of leading scholars have been planning the establishment of a National Humanities Center that would act as a focus for

improving the quality and influencing the direction of humanistic studies in America. The planners see the center as serving the humanities in much the same way as the Center for Advanced Study in the Behavioral Sciences and the Brookhaven National Laboratory serve the social and natural sciences. While the center is to be located on the campus of a major university, the American Academy of Arts and Sciences is the administrative base during the planning period, which is being aided with grants from the Corporation, as well as from the Rockefeller, Mellon, Ford and Cabot Foundations, and the National Endowment for the Humanities.

#### **National Association of Student Personnel**

##### **Administrators (NASPA)**

\$15,000

The need to improve quality and productivity in a condition of slow growth in higher education has placed a premium upon in-service programs for the professional development of faculty and administrators. The American Council on Education has been conducting five-day seminars for college presidents, for deans, and for business officers. This grant, in support of a new, joint program of NASPA with the Council, is for an annual training seminar for chief student personnel officers, many of them minority group members and women, and many coming from the faculty ranks with little administrative personnel experience. The Corporation is providing assistance over three years for those who would not otherwise be able to attend, with special emphasis on minority and female participants.

#### **College Entrance Examination Board (CEEB)**

\$10,000

A voluntary association of concerned organizations and agencies was organized by CEEB in summer 1974 to devise solutions to the maze of administrative problems surrounding the delivery of student aid in postsecondary institutions. Called the National Task Force on Student Aid Problems, it was chaired by Francis Keppel, former U.S. Commissioner of Education, and its funds were administered by CEEB. During the year the Task Force, among other accomplishments, codified guidelines for ascertaining financial need at different institutions, developed standards for institutional determination of parental ability to pay, and drew up a prototype standard financial aid application form. Four participating foundations—Ford, Lilly, Sloan, and Carnegie—renewed their previous grants to meet the total budget. The Task Force issued a final report and disbanded this past summer.

#### **International Council for Educational Development**

\$15,000

In 1973 and 1974 the International Council for Educational Development, in conjunction with the Aspen Institute, held international seminars in Aspen, Colorado, to examine in depth major problems affecting higher education. Each seminar brought together approximately a dozen major



figures in higher education, about half of them American, for intense discussions that have gained from the participation of foreign educators. The conference papers have been edited and distributed to educational leaders on both sides of the Atlantic. The Corporation paid the travel costs and living expenses of the Americans attending the 1975 meeting.

### *Early childhood education and development*

The Corporation's program in early childhood education and development evolved from an interest in the nature of learning and cognitive processes — an interest it has continued to pursue with particular reference to early learning. The program has proceeded from the hypothesis that the first years of life are crucial for the intellectual, as well as the physical and emotional, growth of children. The long-range goal has been to develop the means to maximize the child's intellectual potential.

Over the years the Corporation has supported basic research into cognitive processes and the development of competence in infants and preschool children, carried out by psychologists George Miller, Jerome Bruner, William Kessen, Burton White, Jerome Kagan, Katherine Nelson, and others. This interest in research on cognitive development has, on occasion, led to support of studies relating other aspects of development to the child's changing intellectual capabilities, exemplified in grants this year to Clark University and the Educational Testing Service.

From the beginning of the program, the Corporation has been concerned with learning whether certain kinds of preschool experiences and curricula enhance a child's cognitive development. Grants in this area range from support of *Sesame Street* of the Children's Television Workshop and other experimental curricula to the development of toy libraries for children that encourage the interaction of children with their parents, their first teachers.

The early childhood program has now broadened its emphasis to include a concern for parents and other adults engaged in child care and the education of children. A number of experimental parent-child and other projects that promote language and specific learning skills have been funded, for example, the home-based Verbal Interaction Project of the Family Service Association of Nassau County and the mother/infant education program developed by psychologist David Weikart. A number of in-service training programs for child care workers have also received Corporation support.

Various longitudinal studies that examine the effects of intervention strategies on a child's cognitive development have also been supported. These include the grants to the Frank Porter Graham Child Development Center at the University of North Carolina, and this past year to the Medical and Health Research Association of New York, the High/Scope Educational

Research Foundation, and the Brookline Early Education Project described below.

More recently, the Corporation's program has been aimed at concerted efforts to examine the welfare and place of the nation's children and to make recommendations for public and private policies that affect children and their families. The Carnegie Council on Children's reports on such vital topics as the role of the family, children's health, early child care and education, and the problems of minority, handicapped, and poor children will be issued beginning in 1976. Under Corporation grants, Gilbert Steiner at the Brookings Institution, Mary Jo Bane at the Center for the Study of Public Policy, and this year, Alfred J. Kahn at Columbia University have each been working on aspects of social policy affecting children and family life.

In addition, the Corporation has funded programs dedicated to establishing certain basic rights on behalf of children and to monitoring the impact of public programs on their intended beneficiaries. The Children's Defense Fund of the Washington Research Project and the Childhood and Government Project of the University of California, Berkeley, are notable examples of such advocacy programs. In some respects, this program aim overlaps with that of the elementary and secondary education and public affairs programs.

Several Corporation-supported organizations, including the National Council of Organizations for Children and Youth and the Day Care and Child Development Council, disseminate information and promote better public policies for children.

The Corporation does not make grants for buildings or equipment, nor does it provide general operating support for day care centers, preschools, or other institutions.

#### **Public Schools of Brookline**

\$590,000

The Brookline Early Education Project (BEEP) offers a program of comprehensive health and educational services to children during the first five years of life and also provides assistance to parents in their role as the first teachers. Its chief aim is to test whether such a program can enhance child development in the preschool years and effectively reduce learning handicaps in the early elementary years. It is further addressing the question of whether a public school system can finance and administer its own programs for preschool children designed to give them the best possible educational start. An experimental group, comprising 285 children born in Brookline and Boston between March 1973 and September 1974, has received diagnostic examinations and will enter a preschool education program at age two and a half. These children and their families have been assigned to three levels of program intensity in order to test the relative effectiveness of the different levels and later to give schools the information that will help them decide



whether to conduct programs of their own. The development of children in these three groups will be compared with other children in the community who were born in 1972 or earlier. The Robert Wood Johnson Foundation has been supporting the health activities of the project and the Corporation the educational activities.

**High/Scope Educational Research Foundation** \$322,400

There are few longitudinal studies being carried out to test the hypothesis that early education programs help educationally disadvantaged children to improve their learning skills and to do better in later years than others with similar backgrounds who were not in the programs. One important long-term study is being carried out by David Weikart, president of High/Scope and a psychologist engaged for many years in parent and early education programs. This grant will enable him to continue his studies of children involved in three different early education experiments that he initiated between 1962 and 1972 in Ypsilanti, Michigan. One is a rare study in which the experimental children have been followed since preschool, through the elementary school years and into high school. Another is examining the relative effectiveness of different approaches to early childhood education, and the third follows children whose parents participated in a parent education project supported earlier by the Corporation. This three-and-a-half year grant will result in a report which should contribute important knowledge about the effects of early childhood education on the lives of disadvantaged children.

**Medical and Health Research Association of New York** \$74,500

The mounting demand for infant day care has brought to the fore questions about the different effects various forms of infant care have on the children's development. The New York City Infant Day Care Study is one of the rare attempts to answer such questions on a large scale and over a period of time. The study, which began four years ago and will be completed by June 1977, is monitoring 200 children for 36 months who have entered different types of day care programs in the City between the ages of 2 and 20 months. This group is being compared with 100 children with similar backgrounds who have been reared by mothers at home. The researchers, whose work has been supported by the federal Office of Child Development and the Maternal and Child Health Service, are seeking information on both the physical and psychological growth of these children, including cognitive, language, social, and emotional development. Corporation funds are being used over an 18-month period.

**Center for Applied Linguistics** \$251,400

In the stages of learning language, children at about three-and-a-half to four years of age move from their early concern for acquiring language to

using the right language and the right form of address to get the desired response. Although language acquisition has been studied, very little attention has been focused on the development of functional competence. Roger Shuy and Margaret Griffin, two highly regarded linguists at the Center for Applied Linguistics, in Arlington, Virginia, have undertaken a study that will document and analyze the development of language competency in children between the ages of four and nine at a private elementary school with an enrollment of children from a range of economic and educational backgrounds. The pilot phase is now finished, and the major study, which will also include creating materials to train teachers to use the knowledge gained in furthering children's learning, is being assisted with this two-year grant.

**Carnegie Council on Children \***

\$276,000

In mid-1972 the Corporation set up the Carnegie Council on Children in response to growing public concern about the well-being of our nation's children and the evident need for clear analyses of private attitudes and public policies affecting their lives. Headed by Kenneth Keniston, psychologist from Yale University, with a membership of 12 persons with experience in the areas of child welfare and development, the Council and staff have been working under a broad mandate to explore the current position of children in American society, to examine the history of children and their families, and to develop public policy recommendations for ways in which the needs of children in the 70's and 80's should be met. The Council's explorations have provided the basis for studies which, beginning in mid-1976, will result in three major books synthesizing its work. These books will be followed up by others on such specific topics as economic and racial inequalities affecting children, children's health care, schooling, how institutions influence the way children are raised, how working parents combine jobs and child care, and lessons to be learned from the way society deals with handicapped children. The current appropriation is assisting in dissemination of the Council's reports, which will be published by Harcourt Brace Jovanovich.

**Columbia University**

\$30,000

Alfred J. Kahn, a professor at the Columbia University School of Social Work, and his colleague Sheila B. Kamerman, are undertaking with Ford Foundation assistance a comprehensive examination of social policies in the United States, ranging from tax laws and employment programs to child care, family planning, and care of the aged, that have profound effects on the structure, security, and general welfare of families and their children and by extension on national development. As a complementary project, which

*\* program administered by the officers of the Corporation*



has Corporation support, the researchers have asked scholars from selected European nations to prepare papers on their countries' experiences and subsequently to meet in the United States with American political scientists, economists, and social planners for a five-day discussion. The published report, which will include the conference papers and the discussion, will be disseminated as a means of stimulating public debate on American family policy toward a clarification of aims and better articulation among the programs.

**Council on Interracial Books for Children**

\$300,000

The Council was formed in 1965 to work toward eradication of racial bias in children's literature and to encourage reading among minority group children. It received Corporation grants in 1971 toward support of its efforts to improve minority group representation in children's books and in 1973 to develop criteria by which publishers and teachers could evaluate textbooks for racial and sex biases. In these and other undertakings the Council has worked to obtain cooperation from citizens' groups, publishers, educators, and the press. These groups have created a demand for additional information and assistance, and the Council has now joined forces with the Foundation for Change to create a resource center for educators on racism and sexism in children's books. With this additional three-year grant, the Council will expand its services to teachers and librarians through its *Bulletin on Interracial Books for Children*, provide ratings and reviews of trade and textbooks, and establish a clearinghouse on materials concerning racism and sexism.

**Day Care and Child Development Council of America**

\$100,000

The Council is a national membership organization that provides technical support to state and local governments and citizen groups that want to develop better services for children and families. It also advocates government-subsidized day care for those who need it and is the chief source of information about child care in the United States, in particular about good day care practices, the economics of child care, and options for delivery of child care services. In 1974 the Corporation gave a grant to make its publications division self-supporting. Having accomplished this goal, the Council is using this two-year grant for a campaign to increase the readership of and subscriptions to *Voice for Children*, the newsletter that is its prime vehicle for dissemination. The Council is also using the funds to strengthen its informational links with federal and state agencies with responsibilities for children.

**Bank Street College of Education**

\$230,400

The Day Care Consultation Service of Bank Street College is developing a model for in-service training for child care workers that can lead to the

B.A. and M.A. degrees and teacher certification. The College Project, which was begun in late 1972 with Corporation assistance, is designed to meet the educational needs of people already working in day care settings who may not have the credentials to fulfill their career aspirations and their potential as teachers of young children. The Project now involves the personnel at four day care centers in New York City, who, with the help of Project staff, plan, implement, and assess their own in-service training. This includes courses in liberal arts and specialized subjects at nearby colleges and, for some trainees, enrollment in a full B.A. program. Bank Street's own Undergraduate Committee evaluates the training programs and awards credits transferable to Empire State College, Goddard College, City College of New York, and other institutions in which trainees might enroll. Although the model is still being developed, plans for similar programs are being drawn up in other communities. The Corporation renewed its grant for two more years to complete the program design and organization.

**Stanford University**

\$54,250

Robert Calfee, an experimental and mathematical psychologist at Stanford's School of Education, is one of the few researchers in the reading field who has engaged both in basic research on the cognitive processes involved in learning to read and in efforts to translate the research results into practical classroom techniques for teaching and for assessing specific areas in which a child may be having trouble. The research, supported over the last three years by the Corporation, has led to some new insights and some departures from the original plan, and Mr. Calfee has received additional funds to analyze the data he has collected and to prepare reports and teaching manuals that systematize what he has learned about instruction and the testing of reading skills.

**Yale University**

\$22,000

Joan Costello, assistant professor of psychology at the Child Study Center at Yale Medical School and in the University's department of psychology, is undertaking preliminary studies of how the cognitive and social behavior of caregivers—mothers and others—influences the learning styles of infants. More broadly, she is interested in children's way of approaching the world and further, in what makes a "competent" child—that is, one with a successful learning style. With this one-year grant Ms. Costello will continue to observe mothers and other caregivers interacting with infants, will re-examine earlier data for their relevance, and will develop a research design for a longer-term study of infants from 6 to 30 months of age.

**Educational Testing Service (ETS)**

\$30,000

Psychologists frequently attempt to distinguish between children's intellectual and their social and emotional development for the purpose of drawing re-



search conclusions, but in reality, the elements of children's behavior cannot be separated into such neat categories; they are intimately related. Michael Lewis, senior research psychologist at the Institute for Research in Human Development of ETS, has been working for several years on the construction of ways to assess the socio-emotional growth of children from the ages of three months to two years with support of the federal Office of Child Development. Through this one-year grant the Corporation is enabling Mr. Lewis to complete testing of the measurement instrument and to create a handbook on its use for researchers interested in observing and understanding a broader range of child development and behavior than is now possible.

#### **Clark University**

\$35,000

William Damon, a psychologist, has been developing a research method for studying moral development in children which attempts to be more objective than some other studies in this area. Mr. Damon has constructed a series of moral dilemmas for children between the ages of three and ten that pose hypothetical and real-life issues of justice, sharing, responsibility, and authority. This series is being used in experimental situations with children in the Worcester, Massachusetts, public schools, with particular attention being paid to ways in which children's practical moral judgment and conduct change with age and with stages of development of moral reasoning. The Corporation grant is enabling Mr. Damon to move his research from the theoretical and pilot-test phase into observations of the actual behavior of groups of children.

#### **Stanford University**

\$14,820

With this grant, Robert D. Hess, professor of child education and psychology at Stanford University, is including in a larger cross-cultural study an investigation of the influence of fathers on children's readiness for school. Previous work on family influence upon early learning has concentrated on the role and behavior of the mother. The movement toward greater participation of the father in child rearing, however, makes it timely to learn more about the nature and impact of this contribution. The cross-cultural study, on the effects of home influence on the cognitive development of Japanese and American children, was designed by the participants in a 1971 conference of Japanese and American child development researchers, which was partially supported by a small Corporation grant to the Social Science Research Council.

#### **Learning to Learn School**

\$15,000

In 1973 and 1974 the Corporation made grants to enable Herbert and Joan Sprigle, respectively director and master teacher of the Learning to Learn School in Jacksonville, Florida, to develop and pilot test teacher training



materials that would share their successful methods of instructing children from ages four through six in learning skills. With this small grant they have continued the development and testing of the teacher training materials and have begun the process of identifying a university and public school system that will together become the future center of operations for the program, especially for the development of a model program, the training of master teacher trainers, and the dissemination of the materials.

### *Elementary and secondary education*

The focus of the elementary and secondary education program is on the public schools and mass education. The central challenge for the program has been what Carnegie Corporation can do, with its limited resources, to help the schools fulfill their obligation to educate the nation's children. The Corporation has been specifically concerned that school systems succeed in teaching at least adequate levels of basic skills to children whom they have served less well in the past—children from minority groups, children who are poor or who are classified as low achievers.

In the last several years, the Corporation's program approach has proceeded along two tracks: The first objective has been to find ways of pressing and enabling school personnel and school systems to specify goals for what they should achieve with children, to measure whether these goals are being achieved, and then to change their methods if the goals are not being met. The second has been to find ways of giving school personnel the technical assistance and in-service support they need to implement the first set of objectives and to cope with the kinds of demands that implementation is likely to place upon them. The grants the Corporation makes to help carry out these aims may be grouped according to several interrelated themes. One theme is support for the development of tests that are better than current standardized measures of educational outcomes—tests that will define levels of adequacy on basic skills, that will measure whether students are meeting minimum levels of competence, and that will suggest corrective action that should be taken if students are not doing well.

Another theme concerns the recognition that some children require more time, effort, and resources than others to ensure their adequate level of performance. A series of grants have assisted professionals and affected citizens in analyzing and devising approaches to the financing, governance, and operations of public schools that will be equitable and will help effect comparable educational outcomes for children. Several projects monitor the enforcement of public programs on behalf of poor and minority children. Such monitoring projects may also be found in the Corporation's public affairs and early childhood education and development programs.

An effort that cuts across other themes in elementary and secondary

education is research on the basic processes involved in learning, either as part of the background required for designing appropriate measures of stages in the development of skills or as a way of understanding differences among cultural groups, leading to practical ways schools can accommodate the needs of all children.

Perhaps central to the search for new remedies to educational inequality and injustice is the participation of minorities and the poor in educational decisions that affect their children. A number of grants have aimed at increasing minority representation within school systems, primarily through the training of minority administrators. Other grants have provided for expression of the interests of less advantaged children through advocacy and other kind of programs working from outside the school system.

The Corporation, in its focus on the process of change within schools, has given a number of grants for experimental in-service projects and other forms of assistance to teachers and principals. School administrators may very well be the key to effective adaptation by schools to such growing pressures upon public education, especially in urban areas, as the demand for more school accountability, for desegregation, or for the increased involvement of parents.

The Corporation has not concentrated on the content and curriculum of school programs. Neither is it making grants for alternative schools. Furthermore, the Corporation has not, by and large, supported specialized curriculum efforts—in the arts, drug education, population, and the like. The Corporation has, however, made occasional grants concerned with curriculum development relevant to particular minorities and to women, exemplified in the grant this year to the Feminist Press. The Corporation is also involved in some aspects of bilingual and bicultural education.

#### **Education Development Center**

\$500,000

The limitations of standardized tests have become the subject of serious debate. However, the current tests are not likely to be replaced until there are better ones available, and the task of developing them and getting them accepted is monumental. Nevertheless, this is the goal of professors Jerrold Zacharias and Judah Schwartz of the Massachusetts Institute of Technology who, over the past two years, have been working to develop a set of alternative tests for assessing mathematics achievement of children in the elementary grades. Conventional standardized tests are validated mainly by expert judgment, by internal consistency, and by their relationship to other tests. Performance on such tests can be heavily influenced by differences in abilities other than those mathematics skills they purport to measure—by reading ability, speed of work, general test-taking proficiency, and ability to second-guess the tests. The EDC tests should represent an alternative in that they will be validated against a variety of ways of observing and assessing the



actual performance of children doing or using mathematics. It is hoped that these more direct measures of children's actual mathematical skills can provide useful guides to teachers in instructing and diagnosing the weaknesses and strengths both of children and of schools. This work, based at EDC, is receiving renewed Corporation support for three years, so that the researchers can complete, validate, and try out on a large scale tests of specific skills and begin to pursue tests in other mathematical skills areas.

**University of Illinois**

\$15,000

The Corporation's concern for devising better ways of measuring school achievement has focused primarily on the measurement of basic skills, particularly mathematics and reading. This grant is for an exploration of the possibility of obtaining valid information in an area even more difficult to assess—children's literary responses. Alan Purvis, professor of English education at the University of Illinois, is working on the problems of teaching literature to children and is studying the results. Using seventh grade students, he is attempting to refine an analysis of the components of literary response and to devise tasks to measure children's acquisition of these components. The work is expected to take 15 months, and the Corporation is contributing to the costs.

**National Urban Coalition (NUC)**

\$343,530

Starting with the *Serrano* case in California in 1971, a number of challenges have been brought in the courts against the pervasive reliance on local property taxes to finance the public schools. Local school districts obviously vary greatly both in property values and in tax rates; thus people in poor sections are often paying taxes at higher rates than their wealthy neighbors while their schools are receiving less money per pupil. The problem of finding an equitable solution to the distribution of school funds within a state, particularly one with large urban or minority populations, is complicated, however, and the Corporation has made a number of grants to support research and public education in this area. This grant renewed Corporation support for NUC's School Finance Reform Project, which is focusing on reform efforts in particular states with special attention to the problems of urban school systems and minorities. In addition the grant contributes support to NUC for a series of studies and other activities concerned with school finance.

**Crystal City Independent School District**

\$350,000

The Chicano-run school district in Crystal City, Texas, has been conducting a pre-service training program for selected Chicano teachers in Texas who want to enter school administration. The program includes practical internship experience in schools in Crystal City and elsewhere in Texas. In order to qualify for Texas certification and receive the academic supervision



necessary for the M.A. degree, the trainees also take courses at a cooperating university. The 17 administrators who were trained under the initial two-year Corporation grant represent a significant increase in a state that only recently had 12 superintendents, 7 assistant or associate superintendents, and 137 principals who were Chicano. An evaluation of the first round has produced a positive report of the program's effectiveness, and the current grant is funding a second round of ten trainees, who will get their academic training at Texas A&I at Laredo.

**Navajo Tribe, Division of Education**

\$249,414

One of the difficulties in overcoming the problem of Anglo-dominated education for American Indians is that the pool of trained Indian school administrators is very small. The Division of Education of the Navajo Tribe, the largest of the American Indian tribes which occupies a vast land base in Arizona, New Mexico, and Utah, has drawn up a five-year educational plan that, among other things, aims to produce a core group of educational leaders for the Indian world. An experimental training program has now been designed, in conjunction with the University of New Mexico, that will attempt to combine the traditional principles of school administration with an understanding of the distinctive administrative and cultural context of Navajo schools. The specific objective of the program, which is receiving Corporation support for two years, will be certification of the trainees as administrators by the states and the Bureau of Indian Affairs, but it has also been designed to lead to the master's degree.

**San Diego State University**

\$130,000

San Diego State University, which had been cooperating with Crystal City Independent School District in developing a curriculum for its trainees, is now creating its own training program geared to the special needs and circumstances of school systems in California. Like the Texas model, it will emphasize practical application of educational and administrative concepts and will stress working in multi-ethnic situations. The first 18 trainees, most of whom will be women and/or persons from black, Asian, and Chicano communities, will be selected from the teaching and staff ranks of the participating school districts. They will spend two summers and one academic year in a combination of courses, field work, individual counseling, and small group activities. As one model of a university-initiated training program, it may well prove to be replicable in other districts. An outside team is being asked to evaluate the project for its quality and effectiveness and to present a report at the end of the second summer.

**Education Development Center**

\$325,000

Under a Corporation grant, the team of individuals who run the Leadership and Learning Cooperative has been offering in-service training and technical

assistance to principals in eight school systems in the Boston area. The purpose of the project is to help principals to act more effectively as agents of change, to cope with the daily exigencies of running the schools, and to deal with the complexities of community relations. In addition to holding individual sessions with the principals, the staff conducts small group sessions and large one-day seminars organized around specific concerns: accountability, change in leadership, strategies for program or curricular change, processes for evaluating principals, and so forth. The aim is not to teach but to help principals become self-conscious and self-confident about their goals and how to achieve them. This additional two-year grant continues the program and provides for a historian to document and evaluate the Cooperative with respect to its effects on the schools. The Massachusetts state college system is contributing toward the cost of the Cooperative.

**Rockefeller University**

\$330,000

The great debate about the cognitive differences among people of different cultural or racial backgrounds has tended to be discussed in absolute terms: whether, for instance, white, middle-class Americans as a group are “smarter” than their black, ghetto neighbors. A contribution to the debate on a deeper and more positive level of discussion has been made by Michael Cole, a psychologist at Rockefeller University, and his colleagues, William S. Hall and C. Dalton Jones, both of whom have received earlier support from the Corporation. These researchers have presented a complex picture of the relationship between an individual’s cognitive processes and the cultural context in which he/she is required to function. They have produced compelling examples of the ways in which different cultures can produce differences in the occasions for, and forms of, expression of intelligent behavior. Over the next three years, with Corporation assistance, they will begin to draw conclusions about the nature of the differences in at least a number of respects and their implications for the schools—that is, for teaching and assessing performance.

**Center for Applied Linguistics**

\$92,000

Bilingual education is receiving national attention because of recent federal and state legislation and court decisions, and also because of the concern of minority groups, educators, and lawyers who are grappling with problems of implementation in the schools. The practical need for programs and materials thus has tended to take precedence over the development of solid interdisciplinary research. What literature there is on the effects of bilingual and bicultural education tends to be fragmented and conflicting. The Center for Applied Linguistics, with representatives from a range of disciplines, is undertaking a comprehensive scholarly review of this literature, which will include an analysis of what is known about bilingual education and what is



being done in a variety of fields. The numerous papers and other documents that will emerge from the project will be published by the Center, appropriate journals, and possibly a commercial publisher. The Corporation is supporting the review with this grant.

**Feminist Press**

\$140,000

While some textbook publishers now attempt to cover the minority experience in the curricular materials they produce for the schools, materials on women, their history and their changing roles, lag far behind the demand for them. The Feminist Press, an educational publishing house founded in 1970, has moved from an early concentration on adult literature to its current interest in producing materials for schools and colleges. The Press aims to improve the education of young people through books illustrating the multiplicity of roles women play and have played historically. Currently, it is creating and field-testing two series of student "readings" for the high school level, one called "Social Change and Human Potential," the other, "Women and Work," for supplementary use in English and social studies courses. The Press will also produce teacher guides to include references to other sources of information about women, suggestions for classroom activities to enliven the materials, and strategies for dealing with controversial issues. These materials will be published and distributed by McGraw-Hill. The Corporation is contributing toward the total cost of the project.

**Stanford University**

\$14,800

Compulsory attendance laws, so important to the development of the concept of public schooling, are today being attacked on grounds of religious freedom, on the need for diversification of educational experience, and on the failure of the schools to educate many students well. A thorough historical examination of these laws is being undertaken by David B. Tyack, author of a previous Corporation-supported history, *The One Best System: A History of American Urban Education*. By delving into the history of the laws—how they came into being, their effects on different groups of children, and their consequences for prevailing concepts of childhood and adolescence—the book may well illuminate some of the likely results if the compulsory schooling laws were to be changed.

**Board of Education of the City of New York**

\$13,695

James Madison High School in Brooklyn serves young people from varied racial and ethnic backgrounds. In 1973 racial violence briefly caused the school to close. The faculty and staff are seeking ways of reducing racial tensions and of building a sense of cooperation within the student body. One effort is the introduction of a family history course which was offered in fall of 1975 as an elective. The objective is to enable students both to learn



about American history from a personal perspective and, through the sharing of the histories, to gain an appreciation of the cultures and background of other students. The Corporation's grant covered the course development work through the fall semester.

**Urban Institute**

\$4,968

Surveys on the racial and ethnic composition of elementary and secondary public schools across the country have been sponsored each year from 1968 to 1973 by the U.S. Office of Civil Rights (OCR), but despite the availability of the data, they have not been analyzed for national trends in racial segregation. James S. Coleman, who was working on a chapter on education in the Institute's bicentennial work, *American Society 1976*, is using this small grant to acquire and analyze the OCR data as a basis for ascertaining the current state of segregation, how it varies by city, state, and region, and how it has changed since 1968. The grant was made with the understanding that the Institute would make the analysis tapes available to other scholars at cost.

**City Missionary Society**

\$14,647

Because funds from the Corporation's 1973 grant to Circle, Inc., were depleted in July 1975 and an assessment of the program could not be completed by then, the project, which is now being sponsored by the City Missionary Society, received interim support through October.

*Public affairs*

The Corporation's program in public affairs has changed in recent years from a focus on strengthening state government to concerns that cut across other program interests. The themes which define the program are access to the political, economic, and education system and the role of private organizations in monitoring and reporting on the impact of government programs. Grants have been mainly for projects that enhance the capacity of various groups of citizens—minorities, consumers, women, the poor—to speak for their interests and to participate in setting policies and framing social and educational programs that affect their welfare and rights. These projects include monitoring the enforcement of government and institutional programs by such organizations as the Washington Research Project (Children's Defense Fund), the Southern Regional Council (Southern Governmental Monitoring Project), the Citizen's Research Foundation (study of campaign finance in state elections), and most recently the Puerto Rican Legal Defense and Education Fund and the National Revenue Sharing Project.

Other Carnegie-supported efforts have the ultimate goal of broadening citizen participation in social and educational decision making. These include the various programs devoted to data gathering, analysis, and dis-

semination conducted by organizations such as Aspira and the Puerto Rican Institute for Social Research, which received Corporation grants this year.

There has also been the Corporation's long-term commitment to the training of black lawyers in the South, as a means of strengthening the legal representation of blacks in the South and of developing black leadership in public life. The Corporation has made grants to the NAACP Legal Defense and Educational Fund and the Law Students Civil Rights Research Council to support all aspects of the training of black lawyers—from recruitment to law school to law practice. These efforts have led to significant gains in the number of black lawyers practicing in the South, according to an evaluation commissioned by the Corporation. The Corporation has also helped in strengthening the American Indian legal community and is now funding an internship program for recent Indian law graduates at the Native American Rights Fund.

In addition, the Corporation has funded studies and other activities designed to promote citizen access, notably the project of the Center for the Study of Responsive Law that produced a handbook on access to federal regulatory agencies. The Center is now conducting a study of the means by which consumers gain redress of grievance in this society, from television and radio consumer action lines to consumer complaint centers to small claims courts and lawsuits. Since it appears that citizen groups have become a force in American politics, the Corporation has also funded a study of the process by which this has taken place.

The Corporation is combining its program interest in early childhood education and development with several advocacy organizations working on behalf of children, including the Children's Defense Fund and Action for Children's Television. The Youth Project, refunded this year, involves young people in community action projects that work through the system for the ends of social justice and equal opportunity.

Finally, the Corporation has been interested for some years in studies and projects that both encourage women to enter public life and strengthen their ability to ensure their right to full equality in the society.

### **Youth Project**

\$400,000

The Youth Project is a national organization that provides technical assistance and small amounts of financial support to groups run by young people who show promise of working effectively at the local level on issues involving social justice and equal opportunity. Both the staff and the board of the Project are young, with a wide range of organizing and work experience. Operating out of three regional offices in Washington, D. C., San Francisco, and Atlanta, the organization grew from helping 39 projects in 1972 to helping 78 in just the first nine months of 1974. The Youth Project has clearly demonstrated its effectiveness in developing leadership among a group



of dedicated youth and in helping them learn how to work through established systems to achieve constructive and socially useful ends. The Corporation made a second three-year grant to enable the Youth Project to advance its goals and to perform a vital service to small local organizations that have difficulty obtaining funds from national foundations.

**Native American Rights Fund (NARF)**

\$235,530

The Native American Rights Fund was created in 1971 to provide representation for Indian tribes, groups, and individuals on important cases in Indian law, primarily involving treaty rights, Indian sovereignty, and natural resources. Based in Boulder, Colorado, the firm has grown from four mainly non-Indian attorneys to seventeen, seven of whom are Indians, and has a branch office in Washington, D. C. NARF offers a unique opportunity for a few of the increasing number of Indians graduating from law school to gain experience in negotiating and litigating major Indian legal issues. With this grant the Indian Law Intern Project of NARF is taking two law graduates in the spring of 1975 and will accept two more in 1976, each for a two-year training period. The training process is informal and the interns will work on various matters as co-counsel with an experienced staff attorney. It is hoped that this experience will not only draw Indian lawyers into the firm but will help produce top Indian lawyers for Indian communities. The Corporation has assisted the work of NARF since 1972, when it provided a grant to develop the National Indian Law Library.

**American Indian Lawyer Training Project (AILTP)**

\$35,000

The *Indian Law Reporter*, a monthly publication of AILTP, in Washington, D. C., was established as a means of keeping the Indian legal community abreast of developments in Indian law in the Capitol and around the country. It contains summaries of recent court decisions and orders, and of federal regulations and interpretations; status reports on pending legislation; and legislative materials such as bills and hearings. The *Reporter* also includes a table of cases and an index that is keyed to the topical index of the National Indian Law Library (NILL) in Denver, which indexes all cases, past and present, dealing with American Indians. Together, the *Reporter* and the NILL index provide a means by which the previously uncollected body of material on Indian legal affairs is organized and made readily available to lawyers and scholars. With this subsequent grant, AILTP is attempting to increase the subscription base and at the same time expand the journal to cover more information.

**Law Students Civil Rights Research Council (LSCRRRC)**

\$450,000

For the past seven years the Corporation has given more than \$3 million to LSCRRRC and the Earl Warren Legal Training Program of the NAACP



Legal Defense and Educational Fund for programs to increase the number of black students going to law school and practicing in the South. The aim ultimately has been to strengthen minority leadership and the legal representation of the poor in the region. In large part because of these efforts, black enrollment in 17 major southern law schools has steadily increased, as have the number of graduates from these schools. LSCRRC recruits black students into southern law schools, provides academic tutorials and other assistance to help them stay in school, and finances their summer internship experience in civil rights and public interest firms. As one evidence of LSCRRC's success in meeting its goals, the major law schools have begun their own recruitment efforts and show a growing commitment to make loan and scholarship arrangements for minority students. LSCRRC will continue its programs for three more years with this grant.

**Earl Warren Legal Training Program**

\$150,000

The Earl Warren Legal Training Program, affiliated with the NAACP Legal Defense and Educational Fund, operates a program of law school scholarships, postgraduate internships, and externship programs for the preparation of black lawyers. The Corporation has appropriated more than \$2 million since 1969 for this program as it applies in the southern states. The evaluation report of the results shows a marked rise in the number of black lawyers choosing to practice in the South and assume leadership roles, a high proportion of them supported by the Earl Warren Program. More than 134 Earl Warren scholars have become members of southern state bars. This supplemental grant is helping the program meet its commitment to the law school graduates for whom the Corporation provided earlier support.

**Puerto Rican Legal Defense and Educational Fund (PRLDEF)**

\$200,000

PRLDEF was established in 1972 to protect the civil rights of Puerto Ricans and to increase the number of Puerto Rican attorneys in the country. A previous three-year Corporation grant supported PRLDEF's education program, which provides counseling to Puerto Rican students applying to law school, helps interested law schools recruit Puerto Ricans, and administers a scholarship fund for law school students. While continuing this program, PRLDEF is undertaking an Education Rights Project to monitor Board of Education compliance with the court decree mandating comprehensive bilingual education for the Spanish-speaking children of New York City who speak little, if any, English. Another concern of the Project is the common occurrence of Puerto Rican children being placed in classes for the retarded or the emotionally disturbed based on IQ and other tests, which are usually administered by psychologists who speak no Spanish. The Corporation is supporting the Project for two years as a way of helping Puerto Ricans make their voices heard in the educational decisions that affect their children.

**Puerto Rican Institute for Social Research****\$189,600**

The Puerto Rican community in mainland United States faces many barriers to opportunity. While language difficulties clearly contribute to problems of achieving equality of opportunity, perhaps as important a problem is the lack of basic information about Puerto Ricans on the mainland: their numbers, mobility, language abilities, economic situation, and the like. Such information is needed to show where the problems really lie, to point toward solutions, and to serve as a basis for meaningful programs in the areas of need. The Puerto Rican Institute for Social Research, which was established in 1974, is gathering information about Puerto Ricans in New York that will embrace all the major areas of community welfare. From the data, which will have to be assessed for completeness and accuracy, the Institute will attempt to develop a comprehensive community "profile" that will be incorporated in a factbook to be published within two years. Development of a system for updating the factbook annually is an integral part of the project. The research, planning, and evaluation unit of Aspira of New York is expected to contribute to this program and to benefit from it.

**Aspira of New York****\$176,000**

Aspira of New York has throughout its 14 years of existence offered high school and college counseling and college placement and other support services to Puerto Rican youth. It has played a significant role in increasing the number of Puerto Rican students obtaining a college education. The Corporation has supported its counseling and retention services since 1970. The organization is now planning a new research unit, which will be devoted to gathering information on the educational needs of the Puerto Rican community, evaluating its own and others' programs, designing new programs, and disseminating information on request. This unit will not only strengthen the organization internally but will improve its ability to speak for Puerto Rican students at the city, state, and even national levels. This grant is helping to build the unit over a three-year period.

**Action for Children's Television (ACT)****\$165,100**

Action for Children's Television is a Boston-based citizens' membership group concerned with upgrading the quality of children's television and eliminating commercialism directed to children. Its specific objectives are to educate citizens about television's effects on children, to encourage guidelines relating to the media and children, to persuade broadcasters and advertisers to provide diversified high-quality programming for children, and to stimulate research, experimentation, and evaluation in children's television. ACT has now launched a nationwide campaign to become a self-sufficient, publicly supported grassroots organization. The campaign is being aided in



its first year with this Corporation grant, enabling ACT to tap the resources of new members from all parts of the United States and to build a broad-based constituency. It is being implemented through the use of direct mail, advertising in major publications, and televised public service announcements.

**National Women's Education Fund (NWEF) \$131,400**

The NWEF in Washington, D. C. was organized in 1972 to analyze the problems women encounter in seeking full participation at the leadership levels of public life and to develop educational programs to overcome these obstacles. Realizing that most women lack experience in campaign strategy and techniques, NWEF staff have begun conducting regional workshops on campaign techniques for potential candidates and campaign managers. This two-year grant is permitting NWEF to hold a Southwest workshop in Phoenix, where a special effort will be made to recruit Mexican-American women. Corporation funds are also being used, along with a Rockefeller Family Fund grant, to develop a curriculum for use by local and state non-partisan women's organizations in conducting their own workshops. A third and crucial part of the Project will be the first study of women's campaign experiences, cosponsored with the Center for the American Woman and Politics (CAWP) of the Eagleton Institute of Politics at Rutgers University. The resulting book should be an important sequel to the *Political Woman*, by Jeane Kirkpatrick, which was written under the sponsorship of CAWP with a Corporation grant in 1971.

**National Revenue Sharing Project \$60,000**

During the first five years of the General Revenue Sharing (GRS) program, which comes up for renewal in 1976, more than \$30 billion have been passed on to the states, with few strings attached. The allocation here is combining with funds from six other funding sources to support the second year of a two-year effort by four national organizations to monitor the impact of GRS funds on the poor and minorities. The Project is particularly concerned with the antidiscrimination provisions of the GRS law, the extent to which GRS funds are used to benefit the poor and minorities, and the extent to which citizens participate in decisions about how the funds are spent. This effort includes technical assistance to community groups seeking greater participation and dissemination of information to the general public on the Project's findings. The following separate grants totaling \$60,000 were made:

Catholic University of America, Center for	
National Policy Review	\$11,340
Center for Community Change	\$17,820
League of Women Voters Education Fund	\$15,840
National Urban Coalition	\$15,000



**Georgetown University****\$182,000**

Since World War II, more than a million military personnel have been given less than honorable discharges, administratively—that is, they have been discharged for a variety of “offenses” that do not require court martial. Minority group members have received a much higher proportion of these discharges than have whites with similar educational levels and aptitudes. Because of the profound implications of a less than honorable discharge for the educational, job, and other opportunities open to minority veterans, the Corporation is funding the Military Discharge Review Project, at the Georgetown University Law Center. The Project aims to reform the discharge system, change the rules and policies of the military services’ administrative review boards, and at the same time develop a clinical training program for law students in a field that has few experienced lawyers. The Law Center will work closely with the National Conference of Black Lawyers, which will use its network of regional offices to encourage the involvement of civilian attorneys in discharge work and in locating important test cases for litigation.

**Resource Center for Consumers of Legal Services****\$125,000**

Growing consumer interest in prepaid legal services is the outgrowth of two developments of the past decade that have changed the relationship between citizens and legal institutions: government support of free legal services to the poor and the emergence of public interest law firms in the context of the consumer movement. These programs have stimulated the creation of private legal service plans, modeled on insurance principles to serve labor unions, farmers’ cooperatives, and consumer organizations. Preliminary analysis of a survey of the legal needs of moderate-income Americans by the American Bar Association indicates that they tend to forego legal representation in a wide range of cases where legal advice might help them protect their rights or interests. These findings lend support to the idea of prepaid legal plans, which reduce costs and increase legal service to those who join. The Resource Center has been founded as a central clearinghouse of much-needed information, evaluation, and technical assistance on prepaid plans, which are now being offered by at least 2,500 organizations, some with more success than others. The Corporation is assisting the Center over two years.

**Center for Community Change****\$15,000**

Citizen organizations working to influence governmental decisions on specific issues have become a major force in American politics and reflect the growing recognition that such participation in government is what makes the Congress and the federal agencies and departments more responsive to citizen needs. Yet no general study of this phenomenon has been done. Thomas Asher, a public interest lawyer and a writer, is spending two years at the Center for Community Change researching and writing a book on the

process by which interest groups in general influence governmental decisions at the federal level and, further, on the nature, scope, and role of public interest lobbying efforts. His study should contribute substantially to an understanding of the potential for citizen access to government decision-making in this country. This work is also being supported by the Ford Foundation and the United Church of Christ.

**University of California, Berkeley**

\$15,000

In 1973 the Corporation made a grant to the Center for the Study of Responsive Law for a Citizens Consumer Complaint Research Center. Laura Nader, a professor of anthropology at the University of California, is taking a leading role in the total undertaking. As part of the project she is also working on a research project that deals with the extra-legal processes whereby legitimate complaints against government, business, voluntary agencies, and individuals are handled in this country. While doing this research she is taking a brief leave of absence from the University with the assistance of this grant.

**National Association of Accountants for the Public Interest**

\$15,000

Accountants for the Public Interest (API) was founded in San Francisco in 1972 to help accountants offer their expertise in a consulting capacity to minority and consumer organizations trying to deal with complicated fiscal matters relating to health, housing, environmental, and educational issues and other issues crucial to their interests. This grant is permitting Morton Levy, executive director of the organization and an instructor in accounting at Golden Gate University, to collaborate with three colleagues in preparing a book on public interest accounting, which will serve mainly as a supplementary textbook for upper-level accounting courses and as a manual for individuals interested in starting similar public interest organizations in their communities.

**Metropolitan Applied Research Center (MARC)**

\$106,598

In 1937 the president of Carnegie Corporation invited the Swedish scholar Gunnar Myrdal to undertake a comprehensive study of the Negro in the United States. *An American Dilemma* was published in 1944, a monumental work that has influenced American policy and law for three decades. Mr. Myrdal is now preparing a reappraisal of racial issues and relations, starting from the topics and data covered in the earlier study. The Corporation made a grant of \$200,000 for this work in 1974, but it soon became clear that considerably more research would be needed than was originally envisaged. During the year under review, the Corporation appropriated an additional



\$375,000 for assistance to Mr. Myrdal and for the establishment of a research office in Washington, D. C., where the staff work is being coordinated by Dorothy Newman, a sociologist formerly with the Bureau of Labor Statistics. A portion of this sum is being administered by MARC for expenses directly attributable to Mr. Myrdal's part of the project; the balance, administered directly by the officers of the Corporation, provides for the staff and expenses of the Washington office.

**Association of American Law Schools (AALS) \$13,900**

At the AALS annual meeting last December a symposium entitled *DeFunis and Beyond: Testing the Nation's Will* brought together law professors, both black and white, to discuss and present papers on this subject. Other issues relating to minority involvement with law schools, such as the recruitment and admission of minority students and mechanisms for dealing with charges of racial bias were also dealt with. Corporation funds were used mainly to underwrite the expenses of about 25 minority faculty members and to contribute toward the publication and distribution of the conference papers in a special issue of *Black Law Journal*.

**University of Michigan \$15,000**

The Center for Political Studies of the Institute for Social Research at Michigan has, since 1952, carried out a series of studies of the American electorate during the biennial national elections. These surveys have become an important source of social indicators widely used by scholars undertaking research on electoral behavior and other related subjects. The Corporation provided major support for the first survey and for another in 1964 and underwrote the preparatory phases of the 1974 study. Two new components have been added to the 1974 survey that make it of particular interest to scholars: the sample of voters used in the 1972 survey were "impanelled" so that they could be used in 1974 and again in 1976, and an analysis of the impact on mass communications on electoral behavior was done.

**Lawyers' Committee for Civil Rights Under Law (LCCRUL) \$15,000**

This small allocation enabled staff members of LCCRUL to develop a refined plan for the establishment of a Legal Center on Federal Education Programs in Washington, D. C. The aim of the Center would be to monitor the development and enforcement of federal legislation and administrative regulations concerned with encouraging the provision of educational benefits to poor, minority, handicapped, and excluded children in elementary and secondary public school systems.



### *Other grants*

Grants in this section fall somewhat outside the Corporation's specific program priorities, although they are well within the foundation's mandate to encourage the advancement and diffusion of knowledge and understanding. Sometimes these grants relate to programs in which the Corporation is no longer active; occasionally they prove to be the start of a new direction; in all instances they relate to issues considered to be of national significance.

#### **Foundation Center**

\$150,000

The Foundation Center is the only agency that performs the task of gathering, analyzing, and presenting information on the entire universe of grant-making foundations in the United States. Its resources include the *Foundation Directory*, the standard reference book in the field; the *Foundation Grants Index*, which appears bi-monthly in the Council on Foundations' publication *Foundation News*; and a computerized information system. These and other services are offered to foundations, to the government, to grant seekers, and to the public. The Corporation is continuing its annual support for the Center with this grant, to be used over three years.

#### **Drug Abuse Council**

\$150,000

The Corporation joined with the Ford Foundation and other foundations in 1972 to establish the Drug Abuse Council in Washington, D. C. as an independent national source of information, policy evaluation, and research funds on drug use and abuse. The Council has produced a number of significant studies, operated conferences and workshops, made numerous grants in the field, disseminated important objective information, assisted local communities in development drug education and treatment projects, and given testimony before Congress and state legislatures. It is expected to terminate in its present form in 1977, and the Corporation has made this final grant to cover a two-year period.

#### **Commission on Private Philanthropy and Public Needs**

\$100,000

The Commission on Private Philanthropy and Public Needs, called the Filer Commission after its chairman, was initiated by John D. Rockefeller III in the fall of 1973. Its purpose has been to bring together a group of broadly representative citizens to examine the balance between public and private spending for the public good. An advisory committee including economists, sociologists, tax attorneys, and specialists in nongovernmental organizations has guided the preparation of a series of in-depth papers on aspects of philanthropy, and the final report, released in late 1975, provided basic information and conclusions about the role of charitable giving in present-day America. Individuals, corporations, foundations, and funding recipients have joined the Corporation in supporting this important endeavor.

**American Association for the Advancement of Science (AAAS) \$5,000**

AAAS is the only national organization that is committed to communicating to nonscientists information on scientific developments that affect their lives. In January, its 141st annual meeting with the general title, "Science and the Quality of Life," was held in New York. The program included activities in areas of particular interest to the Corporation: education, manpower development, urban health, and the role of technology in solving national problems. The foundation provided this small grant to assist in the publicity for the meeting.

**Council on Foundations \$10,000**

Who are the trustees of foundations? What are their responsibilities? By what criteria should their effectiveness be judged? To answer these questions, the Council, a membership organization of the foundation field, is sponsoring a thorough study of foundation trustees and trusteeship, which is being conducted by John W. Nason, former president of Swarthmore and Carleton Colleges and currently chairman of the board of the Hazen Foundation. The Corporation supported a previous study by Mr. Nason of college and university trustees and is contributing to the costs of this new study. The resulting report should both increase public understanding of the role of foundation trustees and guide foundations themselves in examining and strengthening their own governing bodies.

*Commonwealth program*

During the past decade the Corporation's Commonwealth Program focused special attention on the role of universities in Africa in relation to the improvement of other levels of education: primary and secondary schooling and especially teacher training. In several cases this interest was extended to institutions in the West Indies and the South Pacific. The main concern of the Program centered on ways of increasing the capacity of universities, through the faculties, schools, or institutes of education, to have a significant impact on their national or regional educational systems by means of research, curriculum development projects and increased attention to in-service training of teachers.

Major grants toward this end in Africa have been made in recent years to Makerere University, Kampala, for specialist staffing in primary teacher training; to the University of Nairobi, for research and training in child development; to the University of Botswana, Lesotho and Swaziland, for teacher training activities on its three campuses; to the University of Ghana for language studies; and this year to the University of Ife, for regional teacher centers, as described below. The University of the South Pacific in Fiji has been assisted in the establishment of regional centers in five of the



island countries and territories of its wide constituency. A grant was made this year for its communications satellite project.

In addition, the program has sought to develop professional leadership in education through its long-term support of the Association for Teacher Education in Africa. This purpose has also been furthered by graduate fellowships for African educators offered at Teachers College, Columbia University, and by travel grants administered by the African-American Institute with the Corporation's support. These two programs both received renewed grants this year.

While the Corporation has not been directly involved in the international efforts of the past 15 years to introduce new methods and materials for the teaching of mathematics and science to African schools, it has supported similar work by the African Social Studies Programme. To meet the growing need for evaluation of the effectiveness of these and other innovative projects, major grants were made in 1973 to the University of Ibadan and the Science Education Programme for Africa for the establishment at Ibadan of the International Centre for Educational Evaluation. The Centre is engaged in research, training, and service activities.

In 1974 a review of the objectives and operations of the Commonwealth Program was made by a special committee of the trustees. The committee's conclusions, as adopted by the board, point to some shifts of emphasis in the types of projects which the Corporation is likely to support and in its methods and areas of operation in the years immediately ahead. While interest in university work in education in Africa will continue, there will be a phasing out of grants for relatively costly, long-term educational development projects. More attention will be paid to smaller, facilitative grants for a wider range of activities in such fields as leadership development, social planning, indigenous culture, and regional and international communication. Areas of interest beyond Tropical Africa will include Southern Africa, the Caribbean region, and the South Pacific. With the retirement of its longtime director, Stephen Stackpole, the Program will have new leadership in mid-1976. More precise definition of the Program's nature and scope will be dependent on a continuing process of investigation.

### **University of Ife**

\$290,000

The Institute of Education at Ife, which plays a major role in preparing teachers to educate young children and to assume positions of leadership in the primary schools, has made a distinctive contribution to the improvement of teaching in Nigeria. Its efforts, which have been aided by earlier Corporation support, are now being intensified as the country plans to move toward the goals of universal primary education. The Institute, with this additional three-year grant, is stressing in-service training for those already in the system, and toward this end it plans to establish four regional teacher centers



where teachers from nearby schools may receive assistance in learning new approaches to teaching, in constructing teaching materials, and in acquiring additional professional skills. Having such a cluster of teacher centers closely integrated with a university program is new in Africa and the Institute's program may well serve as a model for other institutions in Nigeria and the rest of Africa.

**African-American Institute (AAI)**

\$281,000

Since early 1968, when the travel grants program was phased out, the Corporation has supported a similar program for African educators administered by the AAI. Under AAI auspices, just over 100 Africans in university teaching and administration and in senior government positions relating to education have come to the United States and Canada for periods of up to 60 days to visit institutions and individuals in fields relevant to their interests and responsibilities. Communication between African and American educators continues to be an essential aid to educational development in Africa, and this grant extended the program for two more years, bringing the Corporation's total support for the African Educators Program since 1968 to \$766,000.

**American Council on Education**

\$250,000

The Overseas Liaison Committee (OLC) is a specialized working group of scholars and university administrators from the United States and from developing countries, who engage in dialogue and cooperation concerning higher education, particularly in Africa but also in the Caribbean and the Pacific. The Corporation helped bring it into being as the Africa Liaison Committee in 1959 and was its sole supporter until 1967 when it entered into a contractual relationship with the Agency for International Development. OLC now has more than 20 members representing a wide variety of American institutions and specialties, who are being increasingly called upon for policy advice on overseas aid and on programs relating to higher education. It also receives project support from the State Department and the Ford Foundation. OLC is using this three-year grant to strengthen its programs.

**Teachers College, Columbia University**

\$183,000

Since 1969, the Corporation has made grants totaling \$638,000 enabling Teachers College, which has special expertise in African education, to continue, in collaboration with the Association for Teacher Education in Africa (ATEA), a program of fellowships for African educators. The program, which had its beginnings in 1960 with the predecessor organization of ATEA, has had the goal of strengthening educational institutions in Africa by offering advanced educational opportunities to potential leaders in African education. Of the 46 individuals who have completed the program, 42 hold positions of leadership in institutes, departments, and ministries of education throughout

English-speaking Africa. The program has gradually shifted its emphasis from the master's degree to the doctorate, with 14 of the last 15 fellows completing their Ph.D.'s. This grant renews support for three fellowships a year for 1975 and 1976.

**University of Sierra Leone**

\$15,000

With Corporation assistance, a review of the national education system of Sierra Leone has been carried out by the University in collaboration with the Ministry of Education. The report makes a set of fundamental recommendations for reorienting the aims of education to meet the country's needs for development. It calls for a shift of emphasis in primary and early secondary education toward the requirements of farming and practical vocations and for the creation of a parallel system of community education for those not participating in formal education. This grant is assisting in the dissemination of the findings and is enabling the University to develop more systematic proposals for implementing the recommendations.

**University of Nairobi**

\$15,000

There is growing recognition among African leaders that psychological research, still a relatively new endeavor at African universities, can make a contribution in the search for solutions to problems of development and change on that continent. In August 1973 the International Association for Cross-Cultural Psychology organized a meeting in Ibadan, Nigeria, as a first step in establishing an African regional chapter. The second regional meeting was held in late December 1975, in Nairobi, Kenya, and Carnegie Corporation made a grant to broaden the participation of African psychologists.

**University of Nairobi**

\$15,000

In 1973 the Corporation made a three-year grant to the University of Nairobi for support of a Bureau of Educational Research in the Faculty of Education. This Bureau incorporated and continued the work of the Child Development Research Unit, which had been developed in collaboration with Harvard University with this foundation's support. There are still relatively few African scholars in the field of educational research, although Kenyans are receiving graduate training under the Bureau's program. One or two American scholars for the staff have therefore been recruited for one- or two-year periods. The Corporation's grant is providing salary supplementation for these expatriates.

**Johns Hopkins University**

\$15,000

Since 1965 a series of annual conferences have brought together British parliamentarians and American legislators for discussions of policy issues relating to Africa. One result has been a significantly increased understanding



of African affairs on the part of American policymakers. The conference expenses have been shared by the Corporation and the Ford Foundation, with local expenses for meetings in England being covered by the Ariel Foundation. This grant, combined with an unused balance from a previous conference, permitted a further conference to be held last September, with Canadian participation.

**African-American Institute (AAI) \$13,070**

In addition to the annual meetings of American and British legislators, the Corporation's 1971 grant to Johns Hopkins included funds for conferences of American legislators and African leaders. Two meetings in Africa, each followed by a smaller one in this country, were planned. AAI arranged the African meetings, the second of which was held in Zaire in January 1975. For this the Ford Foundation and the Corporation provided supplemental grants in equal amounts to cover increased travel costs and other expenses unanticipated in 1971.

**University of the South Pacific (USP) \$25,000**

The Satellite Communication Project of USP in Fiji maintains a subnetwork of sending-receiving stations tied in with the PEACESAT project which links educational institutions from Hawaii to Papua-New Guinea. Operating experimentally since 1973 with Corporation support, the Project offers a variety of educational services, including tutorial sessions for correspondence students in Tonga and other distant island groups with their supervisors on the Suva campus in Fiji, seminars and other forums for the exchange of information and views among workers and researchers in academic and non-academic fields, and coordination of the United Nations Development Programme team activities in regional curriculum development. The current grant continues Corporation support for operation, improvement, and maintenance of this vital network.

**University of Botswana, Lesotho and Swaziland \$14,550**

Blair L. MacKenzie, a senior member of the Faculty of Education at the University, has been serving for the past three years under an Agency for International Development contract that has now come to an end. His roles as director of the Educational Resource Centre, as chairman of the School of Education on the Lesotho campus, and as acting dean of the Faculty have made him a highly valued member of the University community, and this grant is helping the University to provide the portion of his salary hitherto covered by the AID contract.

**Association of Universities and Colleges of Canada \$12,800**

In 1958, a grant to what was then the National Conference of Canadian Universities and Colleges was used in part to prepare and publish a number



of studies on the history of higher education in Canada. Thus far, six volumes have appeared on various aspects of the subject. The major work of the series, *The History of Higher Education in Canada*, by Professor Robin Harris of the University of Toronto, is now being published by the University of Toronto Press with partial subsidy from the Corporation. Although not related to current interests in the Commonwealth Program, the grant was viewed as putting the capstone on a significant 16-year endeavor.

#### **United States-South African Leader Exchange**

##### **Program (USSALEP)**

\$13,000

USSALEP has been considering over the past year the establishment of a special project concerned with professional and subprofessional job opportunities for blacks and other disadvantaged groups in South Africa and the provision of fellowship funds for their necessary further education or training within the country or in the United States. This grant was made to enable the General Secretary and three members of the American Management Committee of USSALEP to visit the Republic for further planning with their South African colleagues and to assure themselves that the project had the support of government officials and other interested groups.

#### **African-American Institute**

\$4,700

This grant has enabled Elijah Soladoye, who is now the principal secretary of the Ministry of Planning in Kwara State, Nigeria, to complete his doctoral study at Harvard University, which he began in 1968 under a grant from the Corporation to the African-American Institute. Completion of his dissertation on the conflicting educational expectations of Nigerian students and teachers on the one hand and parents on the other had been interrupted when Mr. Soladoye, who was then principal of the Advanced Teachers College in Zaria, was appointed first as chief education officer and then as permanent secretary for education in his home state.

#### **South African Institute of Race Relations**

\$2,500

The South African Institute of Race Relations was founded in 1929 and received crucial support from the Corporation during its first ten years. The Institute has produced research projects and annual surveys which have kept the facts of racial discrimination and its implications constantly before the public. Quinton Whyte, who served first as its assistant director and then its director over a 25-year period, is writing the Institute's history, which will be in effect a history of race relations in South Africa, as part of the observance of the organization's 50th anniversary. Major funds for the project are being raised in the Republic from individuals and business firms, but the Corporation contributed to the first year's expenses.

## Books resulting from grants

Each year a number of books and pamphlets reporting the results of projects funded wholly or in part by Carnegie Corporation are published by commercial and university presses and by research organizations. This is only a selection of titles.

Grants in the field of higher education resulted in the following publications:

**The Governance of Colleges and Universities** (revised edition)  
by John J. Corson (McGraw-Hill, Inc.)

**Analytical Models of Doctor of Arts Programs**

Proceedings of the Second Wingspread Conference on the Doctor of Arts Degree, October 8-9, 1973. Edited by Arthur N. Collins (The Council of Graduate Schools in the United States)

Several books were published which reflect the Corporation's interest in public affairs:

**Federal Tax Reform: The Impossible Dream?**  
by George F. Break and Joseph A. Pechman (The Brookings Institution)

**Setting National Priorities: The 1976 Budget**  
by Barry M. Blechman, Edward M. Gramlich, and Robert W. Hartman (The Brookings Institution)

**Sex Discrimination and the Law: Causes and Remedies**  
by Barbara Allen Babcock, Ann E. Freedman, Eleanor Holmes Norton, and Susan C. Ross (Little, Brown and Company)

**The Legal Needs of the Public**

by Barbara A. Curran and Francis O. Spalding (American Bar Foundation)

**Alaska's Constitutional Convention**

by Victor Fischer, National Municipal League (University of Alaska Press)

**State Constitutional Conventions: The Politics of the Revision Process in Seven States**

by Elmer E. Cornwell, Jr., Jay S. Goodman, Wayne R. Swanson, National Municipal League (Praeger Publishers, Inc.)

A number of publications have emerged from the Corporation's earlier activities in international affairs:

**Economic Change in Precolonial Africa, Senegambia in the Era of the Slave Trade**

by Philip D. Curtin (The University of Wisconsin Press)

**The Cuban Missile Crisis: International Crises and the Role of Law**

by Abram Chayes (Oxford University Press)

**Industrialism and Industrial Man Reconsidered**

by John T. Dunlop, Frederick Harbison, Clark Kerr, and Charles Myers (The Inter-University Study of Human Resources in National Development)

Several publications concerned with early childhood education and development reflect the Corporation's interest in that area. The first two are part of a series of studies on child care in nine countries:

**Early Child Care in Britain**

by Mia Kellmer Pringle and Sandhya Naidoo (Gordon and Breach, Science Publishers, Inc.)

**Early Child Care in France**

by Myriam David and Irene Lezine (Gordon and Breach, Science Publishers, Inc.)

**The First Three Years of Life**

by Burton L. White (Prentice-Hall, Inc.)

A number of publications have resulted from the program in elementary and secondary education:

**Children of the Dark Ghetto**

by Barry Silverstein and Ronald Krate (Praeger Publishers, Inc.)

**School Suspensions: Are They Helping Children?**

A report by the Children's Defense Fund of the Washington Research Project, Inc.

**The New Morality: A Profile of American Youth in the 70's**

by Daniel Yankelovich (McGraw-Hill, Inc.)



Other books of special interest are:

**The New Political Economy: The Public Use of the Private Sector**

edited by Bruce L. R. Smith and D. C. Hague (The Macmillan Press Ltd./Co-published by Halsted Press, Division of John Wiley & Sons, Inc.)

**Public Policy and Private Interests: The Institutions of Compromise**

by D. C. Hague, W. J. M. Mackenzie, A. Barker (The Macmillan Press Ltd./Distributed by Holmes and Meier Publishers, Inc.)

**Vital Signs, U.S.A.**

by John Fischer (Harper & Row, Publishers)

**National Health Insurance: Benefits, Costs, and Consequences**

by Karen Davis (Brookings Institution)

**Assessment of Medical Care for Children, Volume 3**

(Institute of Medicine, National Academy of Sciences)

The Carnegie Commission on Higher Education was established in 1967 by The Carnegie Foundation for the Advancement of Teaching with major funding from Carnegie Corporation of New York. Although the official work of the Commission ended in 1973, several of its sponsored research reports were published during 1975. These reports may be obtained from the McGraw-Hill Book Company, Hightstown, New Jersey 08520.

*Sponsored Research Reports*

**Education, Income and Human Behavior**

edited by F. Thomas Juster

**The Divided Academy: Professors and Politics**

by Everett C. Ladd, Jr., and Seymour Martin Lipset

**Education and Politics at Harvard**

by Seymour Martin Lipset and David Riesman

**Women and the Power to Change**

edited by Florence Howe

**The Useful Arts and the Liberal Tradition**

by Earl F. Cheit

**Teachers and Students**

edited by Martin Trow

**The Computer and the Learning Process**

by Michael S. Scott Morton and John R. Rockart

The  
report of  
the secretary





## The report of the secretary

The board of trustees held regular meetings on October 10 and December 12, 1974, and February 13, April 10, and June 10, 1975. A special two-day "retreat" meeting to permit in-depth discussion of the Corporation's programs was held in Atlanta, Georgia, on March 13 and 14, 1975.

At the annual meeting in December, David A. Shepard stepped down as chairperson of the board, a post he had held since 1971. His fellow trustees expressed their appreciation of his distinguished service in that capacity. Mr. Shepard will remain a member of the board through the annual meeting of 1975, when he reaches the mandatory retirement age.

The trustee terms of Caryl P. Haskins, Phyllis Goodhart Gordan, and Franklin A. Thomas were due to expire at the close of the annual meeting, and they were reelected at that meeting. Mr. Haskins was elected chairperson of the board and Harding F. Bancroft was elected vice chairperson.

During the year the finance and administration committee consisted of Amyas Ames, chairperson; Mr. Bancroft, Mr. Haskins, Malcolm A. MacIntyre, Alan Pifer, Howard D. Samuel, and Mr. Shepard. It met on October 24, 1974, and January 22, April 1 and 16, and September 24, 1975.

Louis W. Cabot was elected to the nominating committee, succeeding Francis Keppel whose term on that committee expired. Other members of the committee during the year were Ms. Gordan, chairperson; Robert F. Bacher, Mr. Pifer, and Mr. Thomas. The committee met on October 31, 1974.

At the October board meeting, the chairperson appointed Mr. Bancroft, Mr. Haskins, Mr. Keppel, Philip R. Lee, Mr. Samuel, Jeanne Spurlock, and Mr. Thomas to serve with the president as a special trustee committee to consider future directions for the Corporation's Commonwealth Program. The committee met a number of times during the following five months and

presented its final report and recommendations at the retreat meeting in March.

Katherine Ford, program assistant for the Commonwealth Program, retired at the end of July after 40 years of service with the Corporation. During those years, she acted as secretary for three Carnegie Corporation presidents and in 1948 joined the Commonwealth Program as an administrative assistant. She became a program assistant in 1958.

Sara L. Engelhardt was promoted to associate secretary in October. Ms. Engelhardt has worked for the Corporation in various capacities since 1964 and was appointed assistant secretary in 1972.

In September Vivien Stewart began a one-year leave of absence, which she plans to spend in Oxford, England. She will be undertaking special projects relating to youth in a consultancy capacity during the year. Ms. Stewart has been a program officer with the Corporation since 1972 working in the area of elementary and secondary education.

During the year, Karen Egan was promoted from program assistant to program associate in recognition of her increased responsibilities in the Corporation's higher education program. Ms. Egan has been a member of the staff since 1969. Also, Idalia Holder was promoted to personnel assistant. Ms. Holder joined the staff in March 1974.

The  
report of  
the treasurer





# The report of the treasurer

The annual financial statements and additional financial tabulations for Carnegie Corporation of New York appear on pages 75 through 106. The following comments highlight and supplement the information disclosed in the financial statements.

## Investment matters

On September 30, 1975, the market value of the Corporation's investment assets was \$239.9 million, compared to \$198.9 million one year earlier.

The table below shows the composition of these investment assets, together with realized gains or losses on transactions during the year.

*The investment portfolio on September 30, 1975*

	Market value	Percent of total	Gain (Loss) on investment transactions during year
Equities			
Common stocks	\$154,659,359	64.5	(\$6,039,100)
Convertible securities	13,919,545	5.8	137,056
Fixed income securities			
Short-term	18,225,000	7.6	4,116
Other	53,082,587	22.1	(2,262,034)
	<u>\$239,886,491</u>	<u>100.0</u>	<u>(\$8,159,962)</u>

The Corporation's principal investment objective is to achieve satisfactory long-range total return, consisting of realized and unrealized capital appreciation as well as dividend and interest income. In pursuing this objective, increased reliance is now being placed on dividend and interest income, so as to reduce dependence on capital gains to sustain budgets under intense pressure from inflation.

Three outside investment managers are employed: Morgan Guaranty Trust Company of New York, United States Trust Company of New York, and Miller, Anderson & Sherrerd, a Philadelphia firm. Each of the Corporation's three managers has responsibility for about one-third of the Corporation's total investment portfolio.

The Corporation's trustees, within investment policies and standards set by them, delegate discretion over decisions on individual purchases or sales of securities to the three investment managers. The trustees rely on these managers to initiate purchase and sale transactions in conformity with the highest ethical standards of the investment community.

In delegating initial authority to outside managers, the trustees retain responsibility for investment policy decisions, including decisions involving the social performance of business firms represented in the investment portfolio. As part of their responsibility to consider corporate social performance, the trustees have endorsed the following procedures for voting proxies.

The Corporation's treasurer receives and reviews all proxy statements and votes proxies of a routine nature. Proxy statements which raise questions with material social implications are referred to the finance and administration committee which then decides, on behalf of the full board of trustees, how the proxies shall be voted. The consideration of proxy issues by the trustees is not limited to merely a positive or negative vote on particular proposals. It sometimes involves written and oral communication with senior officers of firms whose securities have a place among the Corporation's assets.

### **The Corporation's income**

The income from investments for the year ended September 30, 1975, was \$11,627,299, an increase of 8.9% from \$10,674,189 the preceding year. Income from investments was supplemented by \$28,066 of other income: \$6,647 in excess income and reversionary income on trusts administered by Home Trust Company, the dissolution of which was effected during the year, and \$21,288 in dividends on annuity policies purchased many years ago by the Corporation to supplement the allowances for retired college professors provided by The Carnegie Foundation for the Advancement of Teaching.

The net realized loss on investment transactions during the year was \$8,356,234 compared with a loss of \$10,066,380 in the 1973-74 fiscal year. Since the Corporation's inception, the cumulative net gain on investment transactions has been \$125,637,404. Prior to 1974-75 \$24,631,251 of this gain was allocated to income and devoted to appropriations. During 1974-75, the amount so allocated was \$4,773,378.

### **Appropriations and expenditures**

For the United States and Commonwealth programs, a total of \$13,938,035 was appropriated in fiscal 1975. A complete list of appropriations is shown on pages 89 through 105.



Any balance held by a grantee after a project has been completed or terminated is normally refunded to the Corporation. These refunds, along with write-offs of commitments made in prior years, are listed on page 106 as adjustments of appropriations. For the year ended September 30, 1975, these refunds and write-offs provided \$373,208 so that net appropriations amounted to \$13,564,827.

General administration and program management expenditures shown in detail on page 87, were \$1,899,484, compared with \$1,667,790 in fiscal 1974.

As required by the provisions affecting foundations in the Tax Reform Act of 1969, Carnegie Corporation was subject to the federal excise tax on investment income. For the year, the Corporation's estimated federal tax liability was \$444,436, a sum which otherwise would have been available for philanthropic grants.

*Five-year summary of financial highlights*

Fiscal year ended September 30	Appropriations for grants net of refunds and write-offs	General administration and program management expenditures	Market value of investment assets on September 30
1975	\$13,564,827	\$1,899,484	\$239,886,491
74	15,577,551	1,667,790	198,948,833
73	16,448,895	1,599,277	336,452,962
72	15,465,214	1,395,089	351,814,948
71	12,774,801	1,371,642	317,202,778

**Audit by independent accountants**

The bylaws provide that Carnegie Corporation's accounts are to be audited each year by an independent public accountant. Accordingly, the firm of Peat, Marwick, Mitchell & Co. examined the Corporation's financial transactions for 1974-75.

The Corporation's financial statements and related schedules, together with an opinion letter from Peat, Marwick, Mitchell & Co., appear in the following pages.

## Opinion of independent accountants

The Board of Trustees  
Carnegie Corporation of New York:

We have examined the balance sheets of Carnegie Corporation of New York as of September 30, 1975 and 1974, and the related statements of changes in fund balances for the years then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the aforementioned financial statements present fairly the financial position of Carnegie Corporation of New York at September 30, 1975 and 1974, and the changes in its resources for the years then ended, in conformity with generally accepted accounting principles applied on a consistent basis. Supplementary data presented in Schedules 1-3 have been subjected to the same auditing procedures and, in our opinion, are stated fairly in all material respects when considered in conjunction with the financial statements taken as a whole.

Peat, Marwick, Mitchell & Co.

New York, New York  
October 27, 1975

Carnegie Corporation of New York  
Exhibit A  
**Balance sheets**  
September 30, 1975 and 1974

Balance sheets	1975	1974
<b>Assets</b>		
Investments, at amortized cost (market value \$239,886,491 in 1975; \$198,948,833 in 1974)		
Equities	\$168,631,620	\$188,723,197
Fixed income	77,903,268	71,652,271
	<u>246,534,888</u>	<u>260,375,468</u>
Cash	309,844	639,438
Other assets (note 2)	—	334,196
Total assets	<u>\$246,844,732</u>	<u>\$261,349,102</u>
<b>Liabilities and fund balances</b>		
Liabilities		
Unpaid appropriations	\$14,829,554	\$16,246,791
Federal excise tax payable	445,534	406,039
Total liabilities	<u>\$15,275,088</u>	<u>\$16,652,830</u>
Fund balances (Exhibit B)		
Income	—	—
Principal (note 1)	231,569,644	244,696,272
Total fund balances	<u>231,569,644</u>	<u>244,696,272</u>
Total liabilities and fund balances	<u>\$246,844,732</u>	<u>\$261,349,102</u>

*See accompanying notes to financial statements.*



Carnegie Corporation of New York  
Exhibit B  
**Statements of changes in fund balances**  
for the years ended September 30, 1975 and 1974

<b>Income fund</b>	<b>1975</b>	<b>1974</b>
<b>Income</b>		
Interest and dividends	\$11,627,299	\$10,674,189
Less investment expenditures (note 4)	519,996	556,209
Net investment income	11,107,303	10,117,980
Other	28,066	102,367
Total income	11,135,369	10,220,347
<b>Expenditures</b>		
Provision for federal excise tax	444,436	406,112
General administration and program management (note 4)	1,899,484	1,667,790
Grant appropriations (net of refunds and write-offs of \$310,190 in 1975; \$199,760 in 1974)	13,073,443	14,500,728
Appropriations for studies and projects administered by the officers (net of write-offs of \$63,018 in 1975; \$22,677 in 1974)	491,384	1,076,823
Total expenditures	15,908,747	17,651,453
<b>Excess of expenditures over income</b>	(4,773,378)	(7,431,106)
<b>Allocation from principal fund of gains on investment transactions (note 1)</b>	\$4,773,378	\$7,431,106

*See accompanying notes to financial statements.*

Principal fund	1975	1974
Balance at beginning of year	\$244,696,272	\$262,286,886
Addition:		
Net gain (loss) on recovery of reversionary interests	2,984	(93,128)
	<u>244,699,256</u>	<u>262,193,758</u>
Deductions:		
Net loss on investment transactions	8,356,234	10,066,380
Gains on investment transactions allocated to income fund (note 1)	4,773,378	7,431,106
	<u>13,129,612</u>	<u>17,497,486</u>
Balance at end of year	<u>\$231,569,644</u>	<u>\$244,696,272</u>
Consisting of:		
Nonexpendable:		
Endowment	\$125,000,000	\$125,000,000
Legacy	10,336,868	10,336,868
	<u>135,336,868</u>	<u>135,336,868</u>
Expendable: net gains and losses on investment transactions and reversionary interests (note 1)	96,232,776	109,359,404
	<u>\$231,569,644</u>	<u>\$244,696,272</u>

*See accompanying notes to financial statements.*

Carnegie Corporation of New York  
**Notes to financial statements**  
September 30, 1975 and 1974

(1) Summary of significant accounting policies:

The accompanying financial statements have been prepared substantially on the accrual basis of accounting, and accordingly reflect all significant receivables and payables. Investment income is recorded on a cash-collected basis and fixed asset acquisitions are charged against income in the year acquired. Such acquisitions are not reflected as fixed assets in the accompanying financial statements.

The resources of the Corporation are accounted for in two fund groups—income and principal. The principal fund consists of non-expendable and expendable resources. Non-expendable resources have been received from a benefactor who by the terms of the conveying instruments has stipulated that the principal may never be expended. Expendable resources represent net gains and losses on investment transactions and reversionary interests which are available to support activities in accordance with the provisions of the New York State Not-for-Profit Corporation Law.

- (2) During the year ended September 30, 1975, Home Trust Company, which was established in 1901 by Mr. Carnegie primarily to pay pensions to persons designated by him, and of which the Corporation owned all the capital stock (except directors' qualifying shares), was dissolved. The responsibility for making payments on the few remaining pensions has been assumed by a New Jersey trust company.
- (3) The Corporation has a non-contributory retirement plan under arrangements with Teachers Insurance and Annuity Association and College Retirement Equities Fund which provides for purchase of annuities for employees. Retirement plan expense for the years ended September 30, 1975 and 1974, was \$174,302 and \$140,060, respectively. There were no unfunded past service costs.
- (4) The Corporation shares office facilities and certain personnel with The Carnegie Foundation for the Advancement of Teaching. Under such arrangement, the Corporation received \$75,000 in 1975 and 1974 from the Foundation as reimbursement for expenditures attributable to the Foundation's operations. Such reimbursement has been allocated to general administration and program management and investment expenditures in the amounts of \$71,767 and \$3,233, respectively, for 1975 and \$71,660 and \$3,340, respectively, for 1974.



Carnegie Corporation of New York  
Schedule 1

**Income from investments**

for the year ended September 30, 1975, and

**Statement of investments held**

at September 30, 1975

*Summary of investments held and income from investments*

	Amortized cost	Market value	Greater or (less) than amortized cost	Income
Equities				
Common stocks	\$154,951,010	\$154,659,359	(\$291,651)	\$6,114,487
Convertible securities	13,680,610	13,919,545	238,935	170,541
Fixed income securities				
Short-term	18,224,115	18,225,000	885	2,050,912
Other	59,679,153	53,082,587	(6,596,566)	3,291,359
	<u>\$246,534,888</u>	<u>\$239,886,491</u>	<u>(\$6,648,397)</u>	<u>\$11,627,299</u>

*Statement of investments held*

Equities	Shares	Cost	Market value
<i>Common stocks</i>			
AMP, Inc.	15,000	\$326,897	\$420,000
Aetna Life & Casualty Co.	6,500	207,762	133,250
Affiliated Bankshares of Colorado, Inc.	25,000	975,543	375,000
Alcon Laboratories, Inc.	16,000	338,456	338,000
Alexander & Alexander Services, Inc.	8,500	295,813	262,438
Allied Chemical Corp.	14,900	533,370	463,762
Amax, Inc.	29,300	1,227,469	1,461,338
American Brands, Inc.	12,900	506,550	467,625
American Can Co.	10,000	286,783	296,250
American Cyanamid Co.	43,100	1,163,415	1,029,012
American Home Products Corp.	62,099	1,461,107	1,994,930
American Natural Gas Co.	13,800	436,782	445,050
American Telephone & Telegraph Co.	152,200	7,236,709	6,982,175
Amsted Industries	10,500	635,857	588,000
Anheuser-Busch, Inc.	17,400	450,058	515,475
Archer-Daniels-Midland Co.	32,000	744,192	1,080,000
Arizona Public Service Co.	6,600	126,804	99,000
Armco Steel Corp.	25,000	628,193	700,000
Associated Dry Goods Corp.	52,900	1,470,589	1,428,300
Atlantic Richfield Co.	5,000	411,071	491,250
Automatic Data Processing, Inc.	5,000	121,773	240,000
Avon Products, Inc.	29,300	1,160,928	1,054,800
Barnett Banks of Florida, Inc.	33,000	396,113	292,875
Bausch & Lomb, Inc.	7,000	183,761	223,125
Bethlehem Steel Corp.	14,500	455,928	507,500

*Statement of investments held*

Equities	Shares	Cost	Market value
<i>Common stocks—Continued</i>			
Betz Laboratories, Inc.	6,000	\$120,750	\$205,500
Big Three Industries, Inc.	18,012	480,699	990,660
Black & Decker Manufacturing Co.	20,000	717,788	462,500
Brooks Fashion Stores, Inc.	4,000	44,000	43,500
Burnup & Sims, Inc.	20,000	111,250	82,500
CIT Financial Corp.	41,700	1,438,088	1,136,325
Cameron Iron Works, Inc.	2,000	227,450	294,000
Caterpillar Tractor Co.	14,000	831,977	911,750
Central & Southwest Corp.	51,800	693,709	757,575
Champion Spark Plug Co.	65,000	1,006,011	633,750
Charles River Breeding Labs., Inc.	6,000	221,759	99,000
Chemed Corp.	8,000	276,762	118,000
Chessie System, Inc.	8,000	259,810	253,000
Chicago Bridge & Iron Co.	9,500	426,275	760,000
Chicago Pneumatic Tool Co.	28,000	816,645	777,000
Chubb Corp.	29,000	1,082,125	902,625
Citicorp	21,200	678,931	556,500
Clark Equipment Co.	17,700	541,781	466,837
Coca-Cola Bottling Co. of Miami	9,000	118,750	87,750
Coca-Cola Bottling Co. of New York	30,000	229,410	191,250
Coca-Cola Co.	21,333	903,628	1,509,310
Colonial Penn Group, Inc.	21,900	994,632	563,925
Commonwealth Edison Co.	30,000	760,500	795,000
Consolidated Freightways, Inc.	39,000	473,984	628,875
Continental Oil Co. (Dela.)	16,800	870,081	1,146,600
Cross (A. T.) Co. "A"	5,000	297,500	130,000
Crum & Forster	23,000	533,500	448,500
Cummins Engine Co.	23,800	500,715	461,125
Data General Corp.	8,300	264,897	243,813
Disney (Walt) Productions	25,106	811,684	1,107,802
Dover Corp.	16,500	649,026	676,500
Dow Chemical Co.	19,000	1,063,291	1,603,125
Dow Jones & Co., Inc.	7,900	201,450	191,575
Duke Power Co.	75,000	1,031,250	1,209,375
Dun & Bradstreet Companies, Inc.	7,400	202,684	190,550
DuPont (E. I.) de Nemours & Co.	22,700	3,163,899	2,437,413
Eastern Gas & Fuel Associates	6,500	178,755	164,125
Eastman Kodak Co.	32,700	1,144,376	2,967,525
Emery Air Freight Corp.	5,600	199,808	219,100
Exxon Corp.	60,866	4,435,911	5,325,775
Falcon Seaboard, Inc.	12,000	357,625	492,000
Farmers Group, Inc.	17,000	529,437	943,500
Fidelcor, Inc.	23,000	525,000	437,000
First Alabama Bancshares, Inc.	5,000	166,775	71,250
First Bank System, Inc.	14,300	831,150	557,700
First Kentucky National Corp.	13,000	295,750	390,000
Flexi-Van Corp.	24,000	206,776	171,000
General Motors Corp.	58,611	2,562,378	2,930,550
General Signal Corp.	15,500	584,189	534,750
General Telephone & Electronics Corp.	25,000	621,882	556,250
Genuine Parts Co.	15,000	613,230	476,250
Gilbert Associates, Inc. "A" (Non-voting)	8,000	317,387	138,000
Gillette Co.	37,500	1,191,225	1,003,125
Goodyear Tire & Rubber Co.	70,600	1,242,993	1,341,400
Gulf Oil Corp.	63,200	1,258,267	1,350,900
Halliburton Co.	13,233	2,102,306	2,077,581
Harte-Hanks Newspapers	14,000	162,739	239,750
Helmerich & Payne, Inc.	4,500	195,065	160,875
Houston Lighting & Power Co.	15,000	333,640	273,750
Howard Johnson Co.	16,000	153,642	200,000
Hughes Supply, Inc.	19,000	331,775	123,500

Statement of investments held

Equities	Shares	Cost	Market value
<i>Common stocks—Continued</i>			
Hyster Co.	32,000	\$350,500	\$392,000
INA Corp.	51,500	1,405,552	1,557,875
Inland Steel Co.	30,800	1,258,326	1,232,000
International Business Machines Corp.	35,400	7,748,025	6,664,050
International Minerals & Chemical Corp.	20,000	824,642	882,500
International Nickel Co. of Canada, Ltd. "A"	27,000	971,035	681,750
International Paper Co.	24,700	1,327,317	1,275,138
Jewel Companies	52,200	1,243,040	926,550
Johnson (E. F.) Co.	12,000	518,325	336,000
Johnson & Johnson	5,600	499,406	442,400
Jonathan Logan, Inc.	75,000	871,538	731,250
Kaiser Aluminum & Chemical Corp.	54,500	1,354,337	1,260,313
Kirsch Co.	15,800	212,422	179,725
Kraftco Corp.	17,500	680,563	636,563
Lawter Chemicals, Inc.	9,375	214,825	84,375
Lenox, Inc.	27,000	799,392	499,500
Lilly (Eli) & Co.	15,800	1,136,831	803,825
Loctite Corp.	9,000	283,888	86,625
Louisville Gas & Electric Co.	26,100	499,143	538,313
MCA, Inc.	9,500	530,822	773,063
MGIC Investment Corp.	10,000	136,369	107,500
Mallinckrodt, Inc.	20,000	464,835	790,000
Manufacturers Hanover Corp.	19,400	640,059	499,550
Marathon Oil Co.	12,200	588,680	585,600
Maryland National Corp.	15,000	270,750	288,750
May Department Stores Co.	24,800	940,773	1,057,100
Maytag Co.	61,400	1,647,480	1,680,825
McCormick & Co., Inc. (Non-voting)	15,000	439,875	453,750
McDermott (J. Ray) & Co., Inc.	7,400	271,578	327,450
Mead Corp.	75,000	1,205,534	1,200,000
Medtronic, Inc.	11,000	321,875	379,500
Merck & Co., Inc.	6,000	492,563	408,750
Minnesota Mining & Manufacturing Co.	8,100	641,057	413,100
Mobil Oil Corp.	58,000	2,257,718	2,588,250
Monsanto Co.	17,000	1,168,246	1,190,000
NCR Corp.	25,500	968,785	659,813
National Semiconductor Corp.	37,500	383,975	1,532,813
National Starch & Chemical Corp.	9,500	370,579	381,188
Norfolk & Western Railway Co.	15,000	1,008,024	941,250
Northern Indiana Public Service Co.	40,200	692,025	603,000
Northern States Power Co. (Minn.)	28,600	688,308	686,400
Northwest Airlines, Inc.	12,200	213,755	219,600
Northwestern Steel & Wire Co.	7,000	246,304	251,125
Ohio Casualty Corp.	10,000	390,375	317,500
Ohio-Sealy Mattress Manufacturing Co.	28,600	216,629	207,350
Oklahoma Gas & Electric Co.	9,000	163,007	163,125
Oshman's Sporting Goods, Inc.	23,000	195,830	235,750
Panhandle Eastern Pipeline Co.	18,000	452,118	522,000
Pay'N Save Corp.	11,800	171,000	225,675
Penney (J. C.) Co., Inc.	24,300	1,468,650	1,050,975
Petrie Stores Corp.	3,000	119,722	171,000
Phelps Dodge Corp.	13,500	518,871	440,438
Philadelphia National Corp.	50,500	1,315,125	1,136,250
Phillips Petroleum Co.	13,000	740,201	752,375
Procter & Gamble Co.	28,132	1,951,915	2,334,956
Provident National Corp.	46,000	1,373,248	816,500
Public Service Co. of Indiana, Inc.	43,000	1,500,699	1,445,875
Pullman, Inc.	16,500	575,419	515,625
Republic of Texas Corp.	20,000	552,875	492,500
Revco D. S., Inc.	5,700	168,637	162,450
Reynolds & Reynolds Co. "A"	8,000	116,000	108,000



Statement of investments held

Equities	Shares	Cost	Market value
<i>Common stocks—Continued</i>			
Reynolds (R. J.) Industries, Inc.	22,600	\$1,224,235	\$1,254,300
St. Regis Paper Co.	36,000	1,046,015	994,500
Schering-Plough Corp.	28,500	1,450,404	1,371,563
Schlumberger, Ltd.	18,497	481,499	1,334,096
Scott Paper Co.	82,500	1,380,260	1,330,313
Scovill Manufacturing Co.	63,000	884,126	574,875
Sears Roebuck & Co.	25,433	1,118,650	1,560,950
Sherwin-Williams Co.	8,200	298,133	311,600
Signode Corp.	27,000	1,033,385	857,250
Smucker (J. M.) Co.	7,200	112,642	117,900
Snap-On Tools Corp.	6,100	183,625	158,600
Sony Corp. ADR (New)	45,000	508,628	388,125
Southern Railway Co.	10,000	461,617	483,750
Square D Co.	59,000	1,057,206	1,076,750
Staley (A. E.) Manufacturing Co.	14,500	458,508	837,375
Standard Brands, Inc.	14,500	953,291	953,375
Standard Oil Co. (Ohio)	26,000	2,068,951	1,930,500
Stevens (J. P.) & Co., Inc.	92,300	1,159,129	1,476,800
Sybron Corp.	30,000	918,983	517,500
Tampax, Inc.	18,000	677,450	544,500
Taylor Wine Co., Inc.	14,200	196,400	161,525
Tennant Co.	8,000	377,925	192,000
Tenneco, Inc.	34,000	957,245	841,500
Tennessee Valley Bancorp., Inc.	12,000	346,350	186,000
Texaco, Inc.	10,000	245,232	235,000
Texas Eastern Corp.	69,600	2,421,218	2,157,600
Texas Gas Transmission Corp.	26,000	758,151	731,250
Texas Instruments, Inc.	12,000	1,065,081	1,089,000
Textron, Inc.	53,000	1,014,014	1,060,000
Travelers Corp.	49,000	1,654,147	1,029,000
Trust Co. of Georgia	18,500	516,133	393,125
UAL, Inc.	10,500	214,149	220,500
Union Carbide Corp.	50,000	2,371,706	2,818,750
Union Pacific Corp.	9,000	682,937	598,500
U. S. Steel Corp.	8,300	505,803	526,013
U. S. Tobacco Co.	37,400	726,950	715,275
Utah International, Inc.	15,600	728,024	785,850
V F Corporation	57,100	1,408,160	1,084,900
West Point-Pepperell, Inc.	35,000	1,162,793	1,321,250
Westvaco Corp.	14,000	500,348	385,000
Williams Companies	34,000	1,041,319	1,041,250
Williams Companies (3,000 Warrants)	—	113,786	125,250
Winn-Dixie Stores, Inc.	18,000	690,498	704,250
Wisconsin Gas Co.	2,760	46,239	44,505
Yellow Freight System, Inc.	18,500	655,875	670,625
Zenith Radio Corp.	46,600	923,698	1,031,025
Total		\$154,951,010	\$154,659,359

Convertible securities	Par value or shares	Amortized cost	Market value
<i>Bonds</i>			
American General Insurance Co. 6.50% to Dec. 31, 1979 8% to June 15, 1994	\$375,000	\$375,000	\$352,500
American Hospital Supply Corp. 5.75% Dec. 1, 1999	400,000	527,000	444,000
American International Group, Inc. 4% July 1, 1997	1,315,000	1,369,625	1,183,500

Statement of investments held

Convertible securities	Par value or shares	Amortized cost	Market value
<i>Bonds—Continued</i>			
Caterpillar Tractor Co. 5.50% June 30, 2000	\$500,000	\$500,000	\$513,750
Chesebrough-Pond's Int'l Cap. Corp. 6.25% Dec. 15, 1984	62,000	74,461	61,380
Eastman Kodak Int'l Cap. Co., Inc. 4.50% May 15, 1988	200,000	220,875	214,000
Economics Laboratory, Inc. 5.125% June 1, 1991	789,000	892,220	710,100
Ford Motor Credit Co. 4 $\frac{7}{8}$ % July 15, 1998	600,000	442,000	390,000
Georgia Pacific Corp. 6.25% May 15, 2000	500,000	506,875	510,000
Louisiana Land Offshore Exploration Co., Inc. 1% to Sept. 30, 1977 5% to Oct. 1, 1982	1,500,000	1,007,875	945,000
Masco Corp. 4.50% Jan. 31, 1988	300,000	261,000	235,500
Occidental Petroleum Corp. 7.50% June 15, 1996	350,000	352,669	343,000
Pennzoil Louisiana & Texas Offshore, Inc. 1% to Oct. 31, 1975 6% to May 1, 1979	2,500,000	1,917,125	2,200,000
Pennzoil Offshore Gas Operators, Inc. 1% to Oct. 31, 1975 6% to May 1, 1979	450,000	534,938	909,000
Stauffer Chemical Co. 4.50% Apr. 1, 1991	1,044,000	1,348,445	1,419,840
Tenneco Corp. 6 $\frac{1}{4}$ % Oct. 1, 1992	450,000	412,875	394,875
Wal-Mart Stores, Inc. 6 $\frac{1}{2}$ % May 31, 1995	300,000	300,000	353,250
<i>Preferred Stocks</i>			
Amax, Inc. \$5.25 "A"	4,900	534,611	605,150
Bristol-Myers Co. \$2.00	15,800	632,711	643,850
Ingersoll-Rand Co. \$2.35	10,200	492,964	459,000
Mesa Petroleum Co. \$1.60	26,000	635,050	718,250
Southern Railway Co. \$3.00 "A"	6,400	342,291	313,600
Total		<u>\$13,680,610</u>	<u>\$13,919,545</u>

Fixed income securities	Par value	Amortized cost	Market value
<i>Short-term</i>			
American Express Co. 6.405% Oct. 6, 1975	\$800,000	\$800,000	\$800,000
American Express Credit Corp. Demand Notes	784,000	784,000	784,000
Atlantic Richfield Co. Demand Notes	438,000	438,000	438,000
Bank of America NY & SA San Francisco, Calif. Certificates of Deposit 6.70% Nov. 28, 1975 7.75% Mar. 22, 1976	200,000 200,000	200,000 200,000	200,000 200,000

Statement of investments held

Fixed income securities	Par value	Amortized cost	Market value
<i>Short-term—Continued</i>			
Continental Illinois National Bank & Trust Co. Certificate of Deposit 6 $\frac{5}{8}$ % Nov. 28, 1975	\$200,000	\$200,000	\$200,000
DuPont (E. I.) de Nemours & Co. Demand Notes	355,000	355,000	355,000
First National City Bank (NY) Certificate of Deposit 6.45% Oct. 16, 1975	150,000	150,000	150,000
Ford Motor Credit Co. 6.542% Oct. 28, 1975	2,000,000	2,000,000	2,000,000
General Electric Co. Demand Notes	200,000	200,000	200,000
General Motors Acceptance Corp. 6.148% Oct. 14, 1975	600,000	600,000	600,000
Demand Notes	2,250,000	2,250,000	2,250,000
Household Finance Corp. 9% Aug. 1, 1976	1,500,000	1,499,115	1,500,000
International Harvester Credit Corp. 6.421% Oct. 6, 1975	475,000	475,000	475,000
6.586% Oct. 15, 1975	1,100,000	1,100,000	1,100,000
6.177% Oct. 20, 1975	1,300,000	1,300,000	1,300,000
Demand Notes	437,000	437,000	437,000
Manufacturers Hanover Trust Co. Certificates of Deposit 6.40% Oct. 14, 1975	750,000	750,000	750,000
7% Dec. 9, 1975	500,000	500,000	500,000
7.45% Jan. 26, 1976	1,500,000	1,500,000	1,500,000
Sears Roebuck Acceptance Corp. 6.439% Oct. 28, 1975	800,000	800,000	800,000
Demand Notes	186,000	186,000	186,000
U. S. Steel Credit Corp. 6.535% Oct. 29, 1975	1,500,000	1,500,000	1,500,000
Total		<u>\$18,224,115</u>	<u>\$18,225,000</u>

Fixed income securities	Par value	Amortized cost	Market value
<i>Other</i>			
Abilene AFB Housing, Inc. (Mortgage) 4% Aug. 1, 1982	\$2,475,244	\$2,493,738	\$2,103,957
Alcan Aluminum, Ltd. 4 $\frac{3}{4}$ % Dec. 31, 1984	808,000	808,000	609,992
American Telephone & Telegraph Co. 8 $\frac{3}{4}$ % May 15, 2000	2,000,000	2,003,117	1,927,500
Anbel Leasing Corp. 6 $\frac{1}{2}$ % Nov. 30, 1992	194,561	194,561	146,893
6 $\frac{1}{2}$ % Feb. 15, 1993	199,954	199,954	150,465
6 $\frac{1}{2}$ % Mar. 22, 1993	204,858	204,858	153,643
6 $\frac{1}{2}$ % Apr. 15, 1993	212,802	212,802	159,602
6 $\frac{1}{2}$ % May 15, 1993	207,753	207,753	155,814
Beneficial Corp. 9.75% Oct. 15, 1979	500,000	508,213	507,500
Bethlehem Steel Corp. 9% May 15, 2000	3,000,000	3,000,000	2,970,000
Borg-Warner Acceptance Corp. 9.875% Dec. 15, 1981	500,000	498,327	493,750
Burlington Industries, Inc. 9% Aug. 15, 1995	2,000,000	2,000,000	1,822,500



Statement of investments held

Fixed income securities	Par value	Amortized cost	Market value
<i>Other—Continued</i>			
Celbess Corp.			
5¼% 1976	\$258,853	\$258,853	\$250,440
Chesapeake & Potomac Telephone Co. of Va.			
8.625% Apr. 1, 2009	1,000,000	985,622	980,000
Churchill Falls (Labrador), Ltd.			
7¾% Dec. 15, 2007	1,500,000	1,500,000	1,117,500
Clark Equipment Corp.			
10¼% Nov. 1, 1979	500,000	500,000	515,000
Cleveland Electric Illuminating Co.			
9.85% May 1, 2010	1,000,000	1,000,000	1,000,000
Commonwealth Edison Co.			
8.75% Mar. 1, 2005	700,000	660,248	646,625
Connecticut Light & Power Co.			
9% Feb. 1, 1982	300,000	300,685	293,625
DuPont (E. I.) de Nemours & Co.			
8.45% Nov. 15, 2004	1,000,000	979,095	960,000
Erie Mining Co.			
4½% July 1, 1983	765,000	751,459	497,250
Federal Home Loan Banks			
9½% Aug. 27, 1979	475,000	488,007	486,281
Federal Land Banks			
8.10% July 22, 1985	1,000,000	1,000,000	958,750
Federal National Mortgage Assn.			
8.75% Sept. 10, 1980	475,000	475,000	476,187
8% Dec. 12, 1983	2,000,000	1,960,668	1,907,500
8.20% July 10, 1984	800,000	800,000	776,000
Ford Motor Co.			
4% Nov. 1, 1976	397,000	397,000	377,150
Ford Motor Credit Co.			
4¾% Mar. 1, 1979	1,770,000	1,770,000	1,473,525
Four Corners Pipe Line Co.			
5% Sept. 1, 1982	178,000	178,000	143,512
General Motors Corp.			
8.05% Apr. 1, 1985	1,000,000	996,437	962,500
Great Canadian Oil Sands, Ltd.			
5¾% July 1, 1991	1,600,000	1,600,000	1,116,000
Halliburton Co.			
9¼% Apr. 1, 2000	500,000	513,042	493,125
Houston Lighting & Power Co.			
8¾% Mar. 1, 2005	400,000	376,379	367,500
Howe Sound Realty Corp.			
4.85% June 1, 1986	830,550	830,550	587,614
Hyston Fibers, Inc.			
5¾% Nov. 1, 1986	2,005,000	2,005,000	1,485,324
I A C, Ltd.			
5¼% Oct. 1, 1982	1,000,000	1,000,000	707,500
I C I Financial Corp.			
6.77% Aug. 1, 1985	1,000,000	1,060,327	805,000
Instlcorp, Inc. (Mortgage)			
A-16 5% Dec. 31, 1991	958,613	928,150	720,752
A-19 4.94% Dec. 31, 1991	791,674	766,711	593,265
A-29 5.25% June 30, 1992	382,204	382,062	289,389
Int'l Bank for Reconstruction & Development			
6¾% Jan. 15, 1977	600,000	583,103	584,250
8% Jan. 1, 1980	500,000	500,810	488,750
8.60% July 15, 1985	500,000	500,000	488,750
Lincoln First Group, Inc.			
6¼% Sept. 15, 1992	1,000,000	992,277	710,000
Minnesota Mining & Manufacturing Co.			
8.20% Apr. 1, 1985	1,000,000	1,000,000	987,500
Northwestern Bell Telephone Co.			
10% Sept. 1, 2014	1,000,000	1,000,000	1,041,250

*Statement of investments held*

Fixed income securities	Par value	Amortized cost	Market value
<i>Other—Continued</i>			
Penney (J. C.) Financial Corp. 9.45% Oct. 15, 1981	\$600,000	\$600,000	\$599,250
Procter & Gamble Co. 8.25% Mar. 1, 2005	1,000,000	965,585	953,750
Province of Ontario, Canada 9¼% Aug. 1, 2000	1,000,000	1,000,000	957,500
Quebec Hydro-Electric Commission 5% July 15, 1984	330,000	330,000	244,200
9.75% Aug. 1, 2005	400,000	396,020	389,000
Sears Roebuck & Co. 7.75% Mar. 1, 1985	1,000,000	972,700	930,000
Shell Oil Co. 5% Mar. 15, 1991	1,666,665	1,666,665	1,149,999
South Central Bell Telephone Co. 7⅜% Nov. 1, 2007	700,000	597,866	572,250
9.20% Apr. 1, 2010	1,250,000	1,250,000	1,225,000
Southern Railway Co. 5% July 1, 1994	330,000	416,801	189,338
Texas Power & Light Co. 9.50% Apr. 1, 2005	500,000	509,843	493,750
Transamerica Financial Corp. 10% Dec. 15, 1977	650,000	650,000	656,500
Twelve Federal Land Banks (Consol.) 8.10% July 22, 1985	500,000	497,543	478,750
United Airlines, Inc. 5% Feb. 1, 1984	1,800,000	1,800,000	1,287,000
U. S. Treasury Bonds 8¼% May 15, 1990	2,000,000	2,047,280	1,952,500
8.50% May 15, 1999	1,000,000	1,033,935	981,250
U. S. Treasury Notes 8.375% Sept. 30, 1977	1,000,000	998,650	1,003,120
8½% Sept. 30, 1979	300,000	300,562	301,125
8⅞% Aug. 15, 1982	1,300,000	1,290,315	1,278,875
Weyerhaeuser Co. 8% Jan. 15, 1985	1,000,000	984,580	950,000
Total		\$59,679,153	\$53,082,587

Carnegie Corporation of New York  
Schedule 2  
**Statement of**  
**General administration, program management**  
**and investment expenditures**  
for the year ended September 30, 1975  
with comparative totals for September 30, 1974

	1975			1974 Total
	General administration and program management expenditures	Investment expenditures	Total	
Salaries	\$1,001,822	\$44,975	\$1,046,797	\$906,967
Investment advisory and custody fees	—	430,707	430,707	476,708
Employee benefits	294,090	12,022	306,112	227,555
Net rent	208,069	9,374	217,443	192,643
Postage, telephone, and telegraph	108,951	4,909	113,860	45,243
Annual and quarterly reports	87,291	3,933	91,224	116,538
Travel	76,812	—	76,812	71,554
Office services, equipment, and supplies	45,393	2,045	47,438	79,043
Trustees' honoraria and expenses	32,375	6,454	38,829	34,814
Legal, accounting, and financial services	26,416	5,490	31,906	37,558
Consultants	25,193	1,135	26,328	42,813
Conferences and meetings	24,495	1,104	25,599	21,841
Copying and duplicating services	14,760	665	15,425	12,898
Membership fee	10,000	—	10,000	10,000
Books and periodicals	6,732	303	7,035	7,294
Pensions	6,337	—	6,337	9,287
Miscellaneous	2,515	113	2,628	6,243
	<u>1,971,251</u>	<u>523,229</u>	<u>2,494,480</u>	<u>2,298,999</u>
Reimbursement of expenditures attributable to The Carnegie Foundation for the Advancement of Teaching	<u>(71,767)</u>	<u>(3,233)</u>	<u>(75,000)</u>	<u>(75,000)</u>
	<u>\$1,899,484</u>	<u>\$519,996</u>	<u>\$2,419,480</u>	<u>\$2,223,999*</u>

\* Includes \$556,209 of investment expenditures.



Carnegie Corporation of New York  
Schedule 3  
**Statement of appropriations and payments**  
for the year ended September 30, 1975

*This schedule shows all payments made during the fiscal year 1974-75 from appropriations of that year and the preceding years. Numbers preceded by B or X identify the resolutions by the board or executive committee, respectively.*

*Summary of grant appropriations and payments*

	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
For purposes in United States	\$12,345,083	\$13,495,034	\$13,150,254	\$12,689,863
For purposes in Commonwealth	1,038,550	1,732,069	1,246,652	1,523,967
	<u>13,383,633</u>	<u>\$15,227,103</u>	<u>\$14,396,906</u>	<u>\$14,213,830</u>
Less refunds and writeoffs	310,190			
	<u>\$13,073,443</u>			

*Summary of appropriations for studies and programs administered by the officers*

	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
For purposes in United States	\$554,402	\$1,016,674	\$958,366	\$612,710
For purposes in Commonwealth		3,014		3,014
	<u>554,402</u>	<u>\$1,019,688</u>	<u>\$958,366</u>	<u>\$615,724</u>
Less writeoffs	63,018			
	<u>\$491,384</u>			

*Appropriations and payments—United States*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Action for Children's Television				
Public membership campaign (B3810)	\$165,100		\$133,000	\$32,100
African-American Institute				
Education and information services on Africa (B3751)		\$195,562	129,250	66,312
Support of a conference of American legislators and African leaders in Zaire (B3778)	13,070		13,070	
Alabama Center for Higher Education				
Cooperative counseling and recruitment program for rural blacks (B3772)	157,000		78,000	79,000

Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Alabama, University of Expansion of the services of the Institute of Higher Education Research and Services (B3594)		\$81,000	\$81,000	
Alaska Methodist University Improvement of the education of Alaskan native students (B3661)		4,000		\$4,000
American Academy of Arts and Sciences Conferences and papers on contemporary American society (B3704)		52,000	52,000	
Planning for a National Humanities Center (B3778)	\$15,000		15,000	
American Association for the Advancement of Science Support of the dissemination program of the New York meeting (B3778)	5,000		5,000	
American Association of State Colleges and Universities Support of the Servicemen's Opportunity College program (B3771)	256,000		74,436	181,564
American Council of Learned Societies Fellowships (B3487)		200,000	100,000	100,000
American Council on Education Evaluation of educational programs offered by non-collegiate organizations (B3741)		196,290	132,850	63,440
Support of the Policy Analysis Service (B3767)	250,000		50,000	200,000
Support of the Overseas Liaison Committee (B3813)	83,000		25,000	58,000
American Indian Lawyer Training Project, Inc. Support of the <i>Indian Law Reporter</i> (B3823)	35,000		35,000	
American Studies Association Support of the National American Studies Faculty (B3832)	75,000		25,000	50,000
Amherst College Study of undergraduate liberal education (B3681)		22,500	22,500	
Appalachian State University Experiment in time-shortened degrees (B3639)		61,600	25,350	36,250
Aspira of New York Support of a college retention program (B3625)		50,000	50,000	
Development of a research, planning, and evaluation unit (B3804)	176,000		63,495	112,505

*Appropriations and payments—United States*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Association of American Colleges				
Support of the Academic Collective Bargaining Information Service (B3603)		\$102,637	\$102,637	
Support of the Project on the Status and Education of Women (B3623)		115,500	76,250	\$39,250
Project on undergraduate liberal education (B3656)		388,000	195,000	193,000
Study of national representation for private higher education (B3778)	\$15,000		15,000	
Association of American Law Schools				
Special conference of the Section on Minority Groups in connection with the annual meeting of the Association (B3778)	13,900		13,900	
Association of Episcopal Colleges				
Support of the Colloquium on Curriculum involving representatives of schools and colleges related to the Episcopal Church (B3778)	12,500		12,500	
Atlanta University Center				
Support of the Atlanta Fellows and Intern Program (B3745)		173,760	173,760	
Ball State University				
Fellowships in the Doctor of Arts program (B3788)	21,000		7,000	14,000
Bank Street College of Education				
Development of in-service training and degree programs in day-care centers (B3765)	230,400		130,580	99,820
Boston College				
Study of the effects of standardized testing (B3669)		140,625	56,250	84,375
Studies of tests suitable for program evaluation and policy research (B3695)		55,000	55,000	
Boston University				
Program of extra-departmental courses and degrees (B3700)		200,000	50,000	150,000
Brookings Institution				
Studies in public budgeting (B3643)		175,000	100,000	75,000
Research on economic issues confronting universities (B3817)	150,000		75,000	75,000
Brookline, Public Schools of				
Support of the Brookline Early Education Project (B3764)	590,000		210,000	380,000



*Appropriations and payments—United States*

Recipient and /or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
California, University of, Berkeley				
Study of emerging faculty unionism in California (B3605)		\$5,168	\$5,168	
Training program for key personnel in early childhood programs (B3721)		224,988	94,231	\$130,757
Support of the Childhood and Government Project (B3748)		500,000	166,668	333,332
Exploration of extra-judicial processes for complaint management in the United States (B3778)	\$15,000		15,000	
California, University of, Los Angeles				
Study of child development in alternative life styles (B3694)		167,666	81,940	85,726
Research on cultural factors in the development of learning abilities (B3696)		76,000	51,000	25,000
California, University of, Santa Cruz				
Student support services at Oakes College (B3713)		109,275	72,220	37,055
Carnegie Foundation for the Advancement of Teaching				
Research on the impact of state financial aid to private higher education (B3830)	150,000		75,000	75,000
Carnegie Institution of Washington				
Postdoctoral fellowships in the natural sciences (B3611)		240,000	80,000	160,000
Carnegie-Mellon University				
Improvement of the quality and productivity of academic programs (B3678)		166,000	83,000	83,000
Development of the Doctor of Arts program and fellowships (B3780)	100,000		45,000	55,000
Case Western Reserve University				
Planning improvements in the undergraduate, graduate, and professional programs (B3746)		65,000	65,000	
Catholic University of America				
Fellowships in the Doctor of Arts program (B3782)	30,000		10,000	20,000
Support of the National Revenue Sharing Project (B3848)	11,340		11,340	
Cedar Crest College				
Cooperative program with Muhlenberg College (B3627)		50,000	50,000	
Sixteen-college internship program in college administration for recent women graduates (B3682, B3778)	15,000	226,350	90,350	151,000

*Appropriations and payments—United States*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Center for Advanced Study in the Behavioral Sciences Support (B3262)		\$50,000	\$50,000	
Center for Applied Linguistics Research and teacher training on functional language development (B3843)	\$251,400		95,000	\$156,400
Review of the research base of bilingual education (B3846)	92,000			92,000
Center for Community Change Support of the National Revenue Sharing Project (B3849)	17,820		17,820	
Study of political influence at the federal level (B3778)	15,000		15,000	
Center for New Schools Research and technical assistance to develop experimental public school programs (B3717)		115,000	95,000	20,000
Center for Research Libraries Development of a national lending library of journals (B3591)		307,000	107,000	200,000
Center for the Study of Responsive Law Support of a citizen consumer complaint research center (B3644)		213,200	{14,000 <sup>a</sup> 92,600	106,600
Chatham College New programs in administration and in communication (B3737)		90,000	50,000	40,000
Children's Hospital Medical Center (Boston) Training program in child development for pediatricians (B3720)		73,000	66,000	7,000
Circle, Inc. Program to improve reading skills of black children (B3642)		25,700	25,700	
Citizens Conference on State Legislatures Program of research and education on state legislatures (B3580)		50,000	50,000	
Citizens' Research Foundation Project on the financing of state election campaigns (B3723)		47,500	47,500	
City Missionary Society Program to improve reading skills of black children (B3778)	14,647		14,647	
Claremont Colleges Internship program to train women administrators for academic positions (B3664)		50,000		50,000

*Appropriations and payments—United States*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Clark University				
Research on the social development of young children (B3844)	\$35,000		\$17,000	\$18,000
College Entrance Examination Board				
Support of the College Level Examination Program (B3527)		\$100,000	100,000	
Evaluation of the suitability for use in the U.S. of teaching materials developed by the Open University (B3546)		69,750	{16,999 <sup>a</sup> {52,751	
Development of a college-level examination program in Puerto Rico (B3702)		20,000	10,000	10,000
Support of the National Task Force on Student Aid Problems (B3778)	10,000		10,000	
Colorado, University of, Medical Center				
Development of a pediatric associate training program (B3369)		53,500	53,500	
Columbia University				
Support of the Oral History Research Office and a graduate course in oral history (B3759)		73,333	36,667	36,666
Program for the renewal of general education (B3818)	46,000		28,250	17,750
International study of family policy (B3840)	30,000		30,000	
Commission on Private Philanthropy and Public Needs				
Support (B3776)	100,000		100,000	
Conference Board				
Study of employee education in industry (B3829)	87,450		43,725	43,725
Cooper Union for the Advancement of Science and Art				
Visiting professorships and development of new engineering courses (B3747)		185,000	65,000	120,000
Cornell University				
Conference to initiate a New York State education network for working women (B3778)	14,762		14,762	
Council for the Advancement of Small Colleges				
Research and management project for liberal arts colleges (B3815)	369,000		88,500	280,500
Council on Foundations, Inc.				
Public affairs and education program (B3564)		40,000	20,000	20,000
Study of foundation trustees (B3778)	10,000		10,000	



Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Council on Interracial Books for Children				
Development of criteria and teacher training materials for evaluation of race and sex representation in textbooks (B3670)		\$40,000	\$40,000	
Support of a resource and publications center on racism and sexism (B3835)	\$300,000		100,000	\$200,000
Crystal City Independent School District				
Internship program in school administration (B3608, B3820)	350,000	38,922	{ 9,166 <sup>a</sup> 41,756	338,000
Day Care and Child Development Council of America				
Subscription and membership campaign and increased liaison with government agencies (B3841)	100,000		42,000	58,000
Drake University				
Fellowships in the Doctor of Arts program (B3789)	21,000		7,000	14,000
Drug Abuse Council				
Support (B3760, B3825)	150,000	100,000	200,000	50,000
Earl Warren Legal Training Program				
Scholarships at southern law schools and postgraduate internships and externships for black lawyers (B3707, B3805)	150,000	897,625	325,375	722,250
Editorial Projects for Education				
Expansion of <i>The Chronicle of Higher Education</i> (B3630)		132,500	88,000	44,500
Education Commission of the States				
Support of a series of conferences on financing postsecondary education (B3778)	12,500		12,500	
Support of a series of legislative seminars (B3778)	15,000		15,000	
Education Development Center				
Study group on early development of competence (X3460)		2,000	2,000 <sup>a</sup>	
Program of consulting and training for school principals (B3667, B3819)	325,000	50,000	137,500	237,500
Study of mathematics achievement tests for grades four through six (B3735, B3837)	500,000	120,676	255,976	364,700
Educational Testing Service				
Cooperative development of assessment procedures for experiential learning (B3710, B3816)	203,000	469,572	513,222	159,350
Development of measures to assess infant social behavior (B3799)	30,000		30,000	

*Appropriations and payments—United States*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Experiential Systems Support of the Creative Teaching Workshop (B3750)		\$140,485	\$101,553	\$38,932
Family Service Association of Nassau County Research on a home training program for parents of preschool children (B3685)		265,500	131,500	134,000
Feminist Press Development of high school curricular materials on the changing roles of women (B3836)	\$140,000		70,000	70,000
Florida, University of Pregraduate, preprofessional program for minority students (B3628, B3834)	112,000	50,000	64,206	97,794
Foothill Community College District Internship and education program in scientific and technical fields for mature women (B3795)	86,400		41,400	45,000
Foundation Center Support (B3801)	150,000		50,000	100,000
Genesee Hospital Development of a research and evaluation unit in the ambulatory services department (B3517)		33,750	33,750	
Georgetown University Support of the Center for Personalized instruction (B3662) Support of the National Military Discharge Review Project of the Law Center (B3853)	182,000	37,046	37,046 50,500	131,500
Harvard University Studies of higher education (B3680) Study of child-rearing practices in the development of competence (B3719)		37,165 287,963	37,165 143,023	144,940
High/Scope Educational Research Foundation Study of the long-term impact of early education programs for disadvantaged children (B3806)	322,400		86,800	235,600
Idaho State University Fellowships in the Doctor of Arts program (B3783)	30,000		10,000	20,000
Illinois State University Fellowships in the Doctor of Arts program (B3790)	21,000		7,000	14,000

*Appropriations and payments—United States*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Illinois, University of				
Experimental three-year degree programs (B3568)		\$69,000	\$69,000	
Exploratory studies of children's abilities to analyze literature (B3778)	\$15,000		15,000	
Illinois, University of, at Chicago Circle				
Development of the Doctor of Arts program and fellowships (B3781)	65,000		21,667	\$43,333
Institute for Services to Education				
Support (X3399)		100,000	100,000	
International Council for Educational Development				
Support of a seminar on higher education in conjunction with the Aspen Institute (B3778)	15,000		15,000	
Interuniversity Communications Council				
Support of the Planning Council on Computing in Education and Research (B3831)	150,000		50,000	100,000
Johns Hopkins University				
Conferences of American legislators with British parliamentarians and African leaders (B3471)		30,555	22,599	7,956
Program in community health education and service (B3578)		125,000	125,000	
Conference on Africa of American legislators with British and Canadian parliamentarians (B3778)	15,000		15,000	
Lawyers' Committee for Civil Rights Under Law				
Planning a legal center concerned with federal education programs (B3778)	15,000		15,000	
Law Students Civil Rights Research Council				
Recruitment, retention, and summer internship programs for students in southern law schools (B3798)	450,000		150,000	300,000
League of Women Voters Education Fund				
Support of the National Revenue Sharing Project (B3850)	15,840		15,840	
Learning to Learn School				
Development and pilot testing of early education teacher-training materials (B3734, B3778)	15,000	32,800	47,800	
Lehigh University				
Fellowships in the Doctor of Arts program (B3784)	30,000		10,000	20,000



*Appropriations and payments—United States*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Lone Mountain College Cooperative programs with the urban community (B3640)		\$33,000	\$33,000	
Massachusetts, University of Interinstitutional program to facilitate the career development of women students (B3637)		100,000	100,000	
Medical and Health Research Association of New York City Research on the psychological development of children in infant day care (B3842)	\$74,500		24,100	\$50,400
Metropolitan Applied Research Center Research and writing on race relations in the United States (B3728, B3777)	106,598	150,000	194,273	62,325
Mexican American Legal Defense and Educational Fund Program in education litigation (B3708)		190,600	94,800	95,800
Miami, University of Fellowships in the Doctor of Arts program (B3785)	30,000		10,000	20,000
Michigan State University Consultations on Doctor of Arts programs (B3778)	15,000		15,000	
Michigan, University of Support of the 1974 election study conducted by the Center for Political Studies of the Institute for Social Research and expenses of planning a meeting for future studies (B3778)	15,000		15,000	
Fellowships in the Doctor of Arts program (B3792)	21,000		7,000	14,000
Study of the feasibility of an external graduate program (B3828)	87,000		29,000	58,000
Middle Tennessee State University Fellowships in the Doctor of Arts program (B3791)	21,000		7,000	14,000
Mills College Interdivisional major in administration and legal processes (B3712)		122,000	62,000	60,000
Mississippi, University of Fellowships in the Doctor of Arts program (B3786)	30,000		10,000	20,000
Mount Holyoke College Interdisciplinary program in administrative processes (B3736)		97,500		97,500

*Appropriations and payments—United States*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
NAACP Legal Defense and Educational Fund				
Scholarships at southern state university law schools (B3470)		\$55,000	\$55,000	
NAACP Special Contribution Fund				
Research and legal expenses in education litigation (B3699)		100,000	100,000	
Nairobi College				
Research and community education project on school finance (B3698)		150,000	150,000	
National Academy of Sciences				
Support of the National Board on Graduate Education (B3599)		50,000	50,000	
National Association of Accountants for the Public Interest				
Preparation of a textbook on public interest accounting (B3778)	\$15,000		15,000	
National Association of Bank Women Educational Foundation				
Bachelor's degree program for bank women (B3769)	232,000		125,000	\$107,000
National Association of Student Personnel Administrators				
Financial aid for participants in the NASPA/ACE Institute for Chief Student Personnel Officers (B3778)	15,000		5,000	10,000
National Coalition for Research on Women's Education and Development				
Study of continuing education programs for women (B3663)		40,000	40,000	
National Commission for Cooperative Education				
Expansion of services (B3598)		20,000	20,000	
National Council of Organizations for Children and Youth				
Support (B3731)		30,000	30,000	
National Manpower Institute				
Study of means of improving coordination between education and employment (B3778)	15,000			15,000
National Urban Coalition				
Support and technical assistance to community groups involved in school finance activities (B3796)	343,530		183,530	160,000
Support of the National Revenue Sharing Project (B3851)	15,000		15,000	

*Appropriations and payments—United States*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
National Women's Education Fund				
Training program in political campaign techniques for women, in cooperation with the Center for the American Woman and Politics (B3852)	\$131,400		\$87,900	\$43,500
Native American Rights Fund				
Development of the National Indian Law Library (B3687)		\$4,900	4,900	
Internship program for recent Indian law graduates (B3854)	235,530		53,100	182,430
Navajo Tribe, Division of Education				
Training program for Navajo school administrators (B3766)	249,414		129,895	119,519
New York, City of, Board of Education				
Development of a course on family history at James Madison High School (B3778)	13,695		13,695	
New York, City University of, Graduate School and University Center				
Evaluation of the impact of the Reading is Fundamental program (B3752)		50,000	50,000	
New York, City University of, Staten Island Community College				
Curriculum development and coordination for a cooperative school-college program (B3770)	168,204		67,400	100,804
New York, State University of				
Development of time-shortened baccalaureate degree programs (B3512, B3548)		47,310	17,600	29,710
New York, State University of, College at Buffalo				
Analysis of the effect of academic collective bargaining on relationships with the state government (B3778)	14,883		14,883	
New York, State University of, Empire State College				
Development of new models of undergraduate education leading to external degrees (B3467)		7,297	7,297	
Establishment of a unit of the Metropolitan Learning Center in the Bedford-Stuyvesant section of Brooklyn (B3743)		80,371	39,329	41,042
New York, University of the State of				
Planning for Doctor of Arts programs in New York State (B3778)	14,154		14,154	
New York University				
Early admissions program (B3595)		34,500	34,500	



*Appropriations and payments—United States*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
North Carolina Central University Training program for early childhood librarians (B3733)		\$39,210	\$39,210	
North Carolina, University of, at Chapel Hill Child development research and demonstration program (B3722)		97,258	33,000	\$64,258
North Dakota, University of Fellowships in the Doctor of Arts program (B3793)	\$21,000		7,000	14,000
Northeastern University Support of the Institute for Off-Campus Experience and Cooperative Education (B3773)	200,820		100,410	100,410
Northern Colorado, University of Fellowships in the Doctor of Arts program (B3787)	30,000		10,000	20,000
Oakland Unified School District Training program for secondary-school administrators in the Bay Area (B3697)		184,874	93,786	91,088
Pennsylvania, University of Regional seminars on undergraduate education in the Delaware Valley (B3778)	12,700		12,700	
Pittsburgh, University of Fellowship program for mature women in the Graduate School of Public and International Affairs (B3539)		65,900	38,800	27,100
Polytechnic Institute of New York Program evaluation and development (B3679)		50,000	50,000	
Puerto Rican Institute for Social Research Development of a profile of Puerto Ricans in metropolitan New York (B3824)	189,600		47,400	142,200
Puerto Rican Legal Defense and Education Fund Projects related to education (B3847)	200,000		50,000	150,000
Resource Center for Consumers of Legal Services Support (B3822)	125,000		75,000	50,000
Rockefeller University Research on cultural differences in language usage and school behavior (B3749)		325,000	114,311	210,689
Research on subcultural variations in the development of cognitive skills (B3807)	330,000		50,000	280,000

*Appropriations and payments—United States*

Recipient and /or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Rutgers University				
Seminars for state legislators conducted by the Eagleton Institute of Politics (B3521)		\$76,500	\$76,500	
Sagaris, Inc.				
Expenses of a review committee on the summer institute (B3778)	\$3,460		3,460	
San Diego State University				
Training program for ethnic minority and women school administrators (B3821)	130,000		65,000	\$65,000
Seattle University				
Development of a six-year baccalaureate degree program commencing with the ninth grade of secondary school (B3833)	236,000		50,000	186,000
Simon's Rock				
Development of a Bachelor of Arts program (B3606)		130,000	130,000	
Southern Association of Colleges and Schools				
Program of assistance to predominantly black colleges (B3701)		329,375	126,675	202,700
Southern Regional Council				
Support of the Southern Project for Investigative Journalism and to plan a process for monitoring revenue sharing (B3674)		34,665	34,665	
Support of the Southern Governmental Monitoring Project (B3727)		294,550	172,900	121,650
Southern Regional Education Board				
Program to stimulate reform in undergraduate education (B3638)		88,000	88,000	
Stanford University				
Research on cognitive skills in beginning reading and development of diagnostic tests (B3588, B3838)	54,250	132,000	132,000	54,250
Experimental freshman program in liberal education (B3711)		143,250	69,250	74,000
Clinical legal training program in sex-discrimination law (B3730)		187,100	128,600	58,500
Research and writing on the history of compulsory schooling in the United States (B3778)	14,800		14,800	
Study of the contribution of fathers to children's cognitive development (B3778)	14,820		14,820	
Syracuse University Research Corporation				
Support of the Regional Learning Service of Central New York (B3808)	300,000		75,000	225,000

*Appropriations and payments—United States*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Tax Analysts and Advocates				
Research and public information activities (B3703)		\$83,000	\$83,000	
Teachers College, Columbia University				
Research on the history of American education (B3629)		183,736	30,000	\$153,736
Tennessee, University of				
Training and research program in biomedical sciences for black college students and faculty (B3535, B3809)	\$256,400	25,100	61,100	220,400
Union for Experimenting Colleges and Universities				
Support of the University Without Walls program (B3742)		118,500	100,000	18,500
Urban Institute				
Analysis of changes in the state of school segregation in the U.S. (B3778)	4,968		4,968	
Washington Research Project				
Support of the Children's Defense Fund (B3614)		200,000	200,000	
Washington, University of				
Fellowships in the Doctor of Arts program (B3794)	21,000		7,000	14,000
Wellesley College				
Support of The Center for Research on Women in Higher Education and the Professions (B3744)		145,800	102,050	43,750
Western Interstate Commission for Higher Education				
Support of the Planning Resources in Minority Education program (B3778)	14,828		14,828	
Wisconsin, University of				
Research and training in the history of tropical countries (X3083)		38,000	38,000	
Support of the Institute for Administrative Advancement (B3774, B3778)	37,000		22,000	15,000
Yale University				
Support of the Behavioral Sciences Study Center (B3367)		30,785	30,785	
Study of the relationship between thought and language in young children (B3504, B3754)		211,670	84,550	127,120
Research on caregiver influences on learning styles in young children (B3845)	22,000		22,000	



*Appropriations and payments—United States*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
<b>Youth Project</b> Program of identification, support, and technical assistance for projects involving young people (B3555, B3797)	\$400,000	\$50,000	\$150,000	\$300,000
Conditional Grants (B3659, B3768)	200,000	200,820	200,820 <sup>a</sup>	200,000
<b>Total (United States)</b>	<b>\$12,345,083</b>	<b>\$13,495,034</b>	<b>\$13,150,254</b>	<b>\$12,689,863</b>
<b>Studies and Programs Administered by the Officers</b> Dissemination of results of Corporation grants (B3582)		\$31,019	{ \$19,245 <sup>a</sup> 11,774	
Evaluation of results of Corporation grants (B3690)		78,537	{ 43,773 <sup>a</sup> 34,764	
History of the Child Development Movement in the United States (B3531)		16,860	16,860	
Consultant on measurement of effectiveness of school programs (B3778)	\$10,000		7,296	\$2,704
Study of independence and accountability in the contract state (X3355, X3433)		15,758		15,758
Support of the Project on Race and Social Policy (B3855)	268,402		75,929	192,473
Support of the Carnegie Council on Children (B3753, B3839)	276,000	874,500	748,725	401,775
<b>Total Studies and Programs Administered by the Officers</b>	<b>\$554,402</b>	<b>\$1,016,674</b>	<b>\$958,366</b>	<b>\$612,710</b>

<sup>a</sup> Written off; included in total payments.

*Appropriations and payments—Commonwealth*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
African-American Institute				
Travel by scholars and administrators from Africa (B3775)	\$281,000		\$145,000	\$136,000
Special African fellowship for advanced study in education (B3779)	4,700		4,700	
African Social Studies Programme Support (B3724)		\$79,000	40,000	39,000
American Council on Education Support of the Overseas Liaison Committee (B3813)	167,000		50,000	117,000
Association for Teacher Education in Africa Support (B3757)		236,767	97,938	138,829
Association of Universities and Colleges of Canada Studies on the history of higher education in Canada (B3779)	12,800		12,800	
Botswana, Lesotho and Swaziland, University of Training and development activities of the Faculty of Education (B3550)		159,153	{ 20,000 <sup>a</sup> 100,000	39,153
Support for a staff position in the Faculty of Education (B3779)	14,550			14,550
Ghana, University of Support of a language center (X3358)		54,279	54,279	
Support of the Institute of Journalism and Communication (B3655)		56,000		56,000
Ibadan, University of Support of the International Centre for Educational Evaluation (B3651)		240,000	66,856	173,144
Ife, University of Support of the Institute of Education (B3800)	290,000		126,000	164,000
Makerere University Program of research, curriculum revision, and staff development for primary teacher training in Uganda (X3450)		172,000	70,000	102,000
Nairobi, University of Support of the Bureau of Educational Research (B3653, B3779)	15,000	127,000	95,500	46,500
Support of the Second Pan-African Conference of the International Association for Cross-Cultural Psychology (B3779)	15,000		15,000	
Science Education Programme for Africa Research and training in evaluation in collaboration with the University of Ibadan (B3652)		149,000	67,874	81,126

*Appropriations and payments—Commonwealth*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Sierra Leone, University of Planning the follow-up of the Education Sector Review (B3779)	\$15,000		\$15,000	
South African Institute of Race Relations Preparation of a history of the Institute (B3779)	2,500		2,500	
South Pacific, University of Regional educational activities (B3688)		\$223,870	105,205	\$118,665
Satellite communication project (B3811)	25,000		25,000	
Teachers College, Columbia University Fellowships for African educators (B3613, B3814)	183,000	235,000	120,000	298,000
United States-South Africa Leader Exchange Program Planning a leadership development project in South Africa (B3779)	13,000		13,000	
Total (Commonwealth)	<u>\$1,038,550</u>	<u>\$1,732,069</u>	<u>\$1,246,652</u>	<u>\$1,523,967</u>
Studies and Programs Administered by the Officers				
Evaluation of Institutes of Education in African universities (B3572)		\$3,014		\$3,014
Total Studies and Programs Administered by the Officers		<u>\$3,014</u>		<u>\$3,014</u>

<sup>a</sup> *Written off; included in total payments.*



*Adjustments of grant appropriations (United States)*

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<i>Not required: written off (listed above)</i>	<i>\$242,985</i>
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*Refunds from grants made in previous years*

<i>1931-32 Encyclopedia of the Social Sciences (B915)</i>	<i>133</i>
<i>1960-61 University of California (B3028)</i>	<i>4</i>
<i>1963-64 Indiana University (X3007)</i>	<i>159</i>
<i>1965-66 University of Illinois (X3158)</i>	<i>13</i>
<i>1967-68 Duke University (B3351)</i>	<i>148</i>
<i>1967-68 National Council of Teachers of English (X3243)</i>	<i>6,040</i>
<i>1969-70 Smithsonian Institution (X3386)</i>	<i>262</i>
<i>1970-71 University of Chicago (X3411)</i>	<i>18</i>
<i>1970-71 Duke University (X3411)</i>	<i>2,387</i>
<i>1970-71 Far West Laboratory for Educational Research and Development (B3469)</i>	<i>2,032</i>
<i>1971-72 Bluffton College (X3460)</i>	<i>1,403</i>
<i>1971-72 Center for Advanced Studies in the Behavioral Sciences (X3464)</i>	<i>2,802</i>
<i>1971-72 Claremont Colleges (B3514)</i>	<i>17,585</i>
<i>1971-72 George Washington University (B3537)</i>	<i>587</i>
<i>1971-72 San José State University (B3576)</i>	<i>88</i>
<i>1972-73 Cornell University (B3601)</i>	<i>35</i>
<i>1972-73 Council of Graduate Schools in the United States (B3601)</i>	<i>9,030</i>
<i>1972-73 Massachusetts Institute of Technology (B3601)</i>	<i>70</i>
<i>1972-73 National Academy of Sciences (B3601)</i>	<i>14</i>
<i>1973-74 Association of Governing Boards of Universities and Colleges (B3691)</i>	<i>1,705</i>
	<u><u><i>\$287,500</i></u></u>

*Adjustments of grant appropriations (Commonwealth)*

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<i>Not required: written off (listed above)</i>	<i>\$20,000</i>
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*Refund from grant made in previous year*

<i>1971-72 Association of African Universities (B3461)</i>	<i>2,690</i>
	<u><u><i>\$22,690</i></u></u>

*Adjustments of appropriations for studies and programs administered by the officers (United States)*

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<i>Not required: written off (listed above)</i>	<u><u><i>\$63,018</i></u></u>
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## Addresses of grant recipients

### *Grant Recipients—United States*

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**Action for Children's Television**

46 Austin Street  
Newtonville, Massachusetts 02160

**African-American Institute**

833 United Nations Plaza  
New York, New York 10017

**Alabama Center for Higher Education**

2121 Eighth Avenue North  
Birmingham, Alabama 35203

**Alabama, University of**

University, Alabama 35486

**Alaska Methodist University**

Anchorage, Alaska 99504

**American Academy of Arts and Sciences**

165 Allendale Street  
Boston, Massachusetts 02130

**American Association for the  
Advancement of Science**

1515 Massachusetts Avenue, N.W.  
Washington, D. C. 20036

**American Association of State Colleges  
and Universities**

One DuPont Circle, N.W.  
Washington, D. C. 20036

**American Council of Learned Societies**

345 East 46th Street  
New York, New York 10017

**American Council on Education**

One DuPont Circle, N.W.  
Washington, D. C. 20036

**American Indian Lawyer Training  
Project, Inc.**

1000 Wisconsin Avenue, N.W.  
Washington, D. C. 20007

**American Studies Association**

107 Columbia Avenue  
Swarthmore, Pennsylvania 19081

**Amherst College**

Amherst, Massachusetts 01002

**Appalachian State University**

Boone, North Carolina 28607

**Aspira of New York, Inc.**

296 Fifth Avenue  
New York, New York 10001

**Association of American Colleges**

1818 R Street, N.W.  
Washington, D. C. 20009

**Association of American Law Schools**

One DuPont Circle, N.W.  
Washington, D. C. 20036

**Association of Episcopal Colleges**

815 Second Avenue  
New York, New York 10017

**Atlanta University Center**

360 Westview Drive, S.W.  
Atlanta, Georgia 30310

**Ball State University**

Muncie, Indiana 47306

**Bank Street College of Education**

610 West 112th Street  
New York, New York 10025

**Boston College**

Chestnut Hill, Massachusetts 02167

**Boston University**

Boston, Massachusetts 02215

**Brookings Institution**

1775 Massachusetts Avenue, N.W.  
Washington, D. C. 20036

**Brookline, Public Schools of**

Brookline, Massachusetts 02146

**California, University of, Berkeley**

Berkeley, California 94720

**California, University of, Los Angeles**

Los Angeles, California 90024

**California, University of, Santa Cruz**

Santa Cruz, California 95060

**Carnegie Foundation for the  
Advancement of Teaching**

437 Madison Avenue  
New York, New York 10022

**Carnegie Institution of Washington**

1530 P Street, N.W.  
Washington, D. C. 20005

**Carnegie-Mellon University**

Schenley Park  
Pittsburgh, Pennsylvania 15213

**Case Western Reserve University**

Cleveland, Ohio 44106

**Catholic University of America**

Washington, D. C. 20017

**Cedar Crest College**

Allentown, Pennsylvania 18104

**Center for Advanced Study in the  
Behavioral Sciences**

202 Junipero Serra Boulevard  
Stanford, California 94305

**Center for Applied Linguistics**

1611 North Kent Street  
Arlington, Virginia 22209

**Center for Community Change**

1000 Wisconsin Avenue, N.W.  
Washington, D. C. 20007

**Center for New Schools**

59 East Van Buren Street  
Chicago, Illinois 60605

**Center for Research Libraries**

5721 Cottage Grove Avenue  
Chicago, Illinois 60637

**Center for the Study of Responsive Law**

Post Office Box 19367  
Washington, D. C. 20036

**Chatham College**

Pittsburgh, Pennsylvania 15232

**Children's Hospital Medical Center**

300 Longwood Avenue  
Boston, Massachusetts 02115

**Circle, Inc.**

90 Warren Street  
Roxbury, Massachusetts 02119

**Citizens Conference on State Legislatures**

4722 Broadway  
Kansas City, Missouri 64112

**Citizens' Research Foundation**

245 Nassau Street  
Princeton, New Jersey 08540

**City Missionary Society**

14 Beacon Street  
Boston, Massachusetts 02108

**Claremont Colleges**

Claremont, California 91711

**Clark University**

Worcester, Massachusetts 01610

**College Entrance Examination Board**

888 Seventh Avenue  
New York, New York 10019

**Colorado, University of, Medical Center**

4200 East Ninth Avenue  
Denver, Colorado 80220

**Columbia University**

New York, New York 10027

**Commission on Private Philanthropy  
and Public Needs**

1776 K Street, N.W.  
Washington, D. C. 20006

**Conference Board**

845 Third Avenue  
New York, New York 10022

**Cooper Union for the Advancement  
of Science and Art**

Cooper Square  
New York, New York 10003



**Cornell University**

Ithaca, New York 14853

**Council for the Advancement of  
Small Colleges**

One DuPont Circle, N.W.  
Washington, D. C. 20036

**Council on Foundations, Inc.**

888 Seventh Avenue  
New York, New York 10019

**Council on Interracial Books  
for Children, Inc.**

1841 Broadway  
New York, New York 10023

**Crystal City Independent School District**

805 East Crockett Street  
Crystal City, Texas 78839

**Day Care and Child Development  
Council of America, Inc.**

1012 Fourteenth Street, N.W.  
Washington, D. C. 20005

**Drake University**

Des Moines, Iowa 50311

**Drug Abuse Council, Inc.**

1828 L Street, N.W.  
Washington, D. C. 20036

**Earl Warren Legal Training  
Program, Inc.**

10 Columbus Circle  
New York, New York 10019

**Editorial Projects for Education**

1717 Massachusetts Avenue, N.W.  
Washington, D. C. 20036

**Education Commission of the States**

Lincoln Tower, Suite 300  
1860 Lincoln Street  
Denver, Colorado 80203

**Education Development Center, Inc.**

55 Chapel Street  
Newton, Massachusetts 02160

**Educational Testing Service**

Princeton, New Jersey 08540

**Experiential Systems, Inc.**

115 Spring Street  
New York, New York 10012

**Family Service Association of  
Nassau County**

129 Jackson Street  
Hempstead, New York 11550

**Feminist Press**

SUNY/College at Old Westbury  
Box 334  
Old Westbury, New York 11568

**Florida, University of**

Gainesville, Florida 32601

**Foothill Community College District**

12345 El Monte Road  
Los Altos Hills, California 94022

**Foundation Center**

888 Seventh Avenue  
New York, New York 10019

**Genesee Hospital**

224 Alexander Street  
Rochester, New York 14607

**Georgetown University**

Washington, D. C. 20007

**Harvard University**

Massachusetts Hall  
Cambridge, Massachusetts 02138

**High/Scope Educational Research  
Foundation**

125 North Huron Street  
Ypsilanti, Michigan 48197

**Idaho State University**

Pocatello, Idaho 83201

**Illinois State University**

Bloomington-Normal, Illinois 61761

**Illinois, University of**

Urbana, Illinois 61801

**Illinois, University of, at Chicago Circle**

Box 4348  
Chicago, Illinois 60680

**Institute for Services to Education**

2001 S Street, N.W.  
Washington, D. C. 20009

**International Council for Educational  
Development**

680 Fifth Avenue  
New York, New York 10019

**Interuniversity Communications  
Council, Inc.**

Post Office Box 364, Rosedale Road  
Princeton, New Jersey 08540

**Johns Hopkins University**

Baltimore, Maryland 21218

**Law Students Civil Rights Research Council**

22 East 40th Street  
New York, New York 10016

**Lawyers' Committee for Civil Rights Under Law**

733 Fifteenth Street, N.W.  
Washington, D. C. 20006

**League of Women Voters Education Fund**

1730 M Street, N.W.  
Washington, D. C. 20036

**Learning to Learn School, Inc.**

1936 San Marco Boulevard  
Jacksonville, Florida 32207

**Lehigh University**

Bethlehem, Pennsylvania 18015

**Lone Mountain College**

2800 Turk Boulevard  
San Francisco, California 94118

**Massachusetts, University of**

Boston, Massachusetts 02108

**Medical and Health Research Association of New York City, Inc.**

40 Worth Street  
New York, New York 10013

**Metropolitan Applied Research Center**

60 East 86th Street  
New York, New York 10028

**Mexican American Legal Defense and Educational Fund**

145 Ninth Street  
San Francisco, California 94103

**Miami, University of**

Coral Gables, Florida 33124

**Michigan State University**

East Lansing, Michigan 48824

**Michigan, University of**

Ann Arbor, Michigan 48104

**Middle Tennessee State University**

Murfreesboro, Tennessee 37130

**Mills College**

Oakland, California 94613

**Mississippi, University of**

University, Mississippi 38677

**Mount Holyoke College**

South Hadley, Massachusetts 01075

**NAACP Legal Defense and Educational Fund, Inc.**

10 Columbus Circle  
New York, New York 10019

**NAACP Special Contribution Fund**

1790 Broadway  
New York, New York 10019

**Nairobi College, Inc.**

Post Office Box 278  
Palo Alto, California 94301

**National Academy of Sciences**

2101 Constitution Avenue, N.W.  
Washington, D. C. 20418

**National Association of Accountants for the Public Interest**

233 Sansome Street  
San Francisco, California 94104

**National Association of Bank Women Educational Foundation**

111 East Wacker Drive  
Chicago, Illinois 60601

**National Association of Student Personnel Administrators**

Portland State University  
Box 751  
Portland, Oregon 97207

**National Coalition for Research on Women's Education and Development**

c/o The Radcliffe Institute  
3 James Street  
Cambridge, Massachusetts 02138

**National Commission for Cooperative Education**

52 Vanderbilt Avenue  
New York, New York 10017

**National Council for Organizations for Children and Youth**

1910 K Street, N.W.  
Washington, D. C. 20006

**National Manpower Institute**

1211 Connecticut Avenue, N.W.  
Washington, D. C. 20036

**National Urban Coalition**

2100 M Street, N.W.  
Washington, D. C. 20037

**National Women's Education Fund**

1532 Sixteenth Street, N.W.  
Washington, D. C. 20036

**Native American Rights Fund**

1506 Broadway  
Boulder, Colorado 80302

**Navajo Tribe, Division of Education**

Window Rock, Arizona 86515

**New York, The City of,  
Board of Education**

110 Livingston Street  
Brooklyn, New York 11201

**New York, City University of**

Graduate School and University Center  
33 West 42nd Street  
New York, New York 10036

**New York, State University of**

Albany, New York 12201

SUNY/Buffalo

Buffalo, New York 14214

Empire State College

Saratoga Springs, New York 12866

**New York, University of the State of**

Albany, New York 12224

**New York University**

Washington Square  
New York, New York 10003

**North Carolina Central University**

Durham, North Carolina 27707

**North Carolina, University of,  
Chapel Hill**

Chapel Hill, North Carolina 27514

**North Dakota, University of**

Grand Forks, North Dakota 58201

**Northeastern University**

Boston, Massachusetts 02115

**Northern Colorado, University of**

Greeley, Colorado 80631

**Oakland Unified School District**

1025 Second Avenue  
Oakland, California 94606

**Pennsylvania, University of**

Philadelphia, Pennsylvania 19174

**Pittsburgh, University of**

Pittsburgh, Pennsylvania 15213

**Polytechnic Institute of New York**

333 Jay Street  
Brooklyn, New York 11201

**Puerto Rican Institute for Social Research**

41-25 Kissena Boulevard  
Flushing, New York 11355

**Puerto Rican Legal Defense and  
Education Fund, Inc.**

95 Madison Avenue  
New York, New York 10016

**Resource Center for Consumers of  
Legal Services**

1302 Eighteenth Street, N.W.  
Washington, D. C. 20036

**Rockefeller University**

New York, New York 10021

**Rutgers University**

New Brunswick, New Jersey 08903

**Sagaris, Inc.**

Post Office Box 88  
Plainfield, Vermont 05667

**San Diego State University**

San Diego, California 92182

**Seattle University**

Seattle, Washington 98122

**Simon's Rock**

Great Barrington, Massachusetts 01230

**Southern Association of Colleges  
and Schools**

795 Peachtree Street, N.E.  
Atlanta, Georgia 30308

**Southern Regional Council, Inc.**

52 Fairlie Street, N.W.  
Atlanta, Georgia 30303

**Southern Regional Education Board**

130 Sixth Street, N.W.  
Atlanta, Georgia 30313

**Stanford University**

Stanford, California 94305

**Staten Island Community College**

715 Ocean Terrace  
Staten Island, New York 10301

**Syracuse University Research Corporation**

Merrill Lane, University Heights  
Syracuse, New York 13210

**Tax Analysts and Advocates**

2369 North Taylor Street  
Arlington, Virginia 22207



*Grant Recipients—United States*

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**Teachers College, Columbia University**  
New York, New York 10027

**Tennessee, University of**  
Administration Building  
Knoxville, Tennessee 37916

**Union for Experimenting Colleges  
and Universities**  
Antioch College  
Yellow Springs, Ohio 45387

**Urban Institute**  
2100 M Street, N.W.  
Washington, D. C. 20037

**Washington Research Project**  
1520 New Hampshire Avenue  
Washington, D. C. 20009

**Washington, University of**  
Seattle, Washington 98105

**Wellesley College**  
Wellesley, Massachusetts 02181

**Western Interstate Commission for  
Higher Education**  
Post Office Drawer P  
Boulder, Colorado 80302

**Wisconsin, University of**  
Madison, Wisconsin 53706

**Yale University**  
New Haven, Connecticut 06520

**Youth Project**  
1000 Wisconsin Avenue, N.W.  
Washington, D. C. 20007

*Grant Recipients—Commonwealth*

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**African-American Institute**  
833 United Nations Plaza  
New York, New York 10017

**African Social Studies Programme**  
Post Office Box 44777  
Nairobi, Kenya

**American Council on Education**  
One DuPont Circle, N.W.  
Washington, D. C. 20036

**Association for Teacher Education  
in Africa**  
Post Office Box 45869  
Nairobi, Kenya

**Association of Universities and  
Colleges of Canada**  
151 Slater Street  
Ottawa, Canada K1P 5N1

**Botswana, Lesotho and Swaziland,  
University of**  
Roma, Lesotho  
Southern Africa

**Ghana, University of**  
Legon, Accra  
Ghana

**Ibadan, University of**  
Ibadan, Nigeria

**Ife, University of**  
Ile-Ife, Nigeria

**Makerere University, Kampala**  
Post Office Box 7062  
Kampala, Uganda

**Nairobi, University of**  
Post Office Box 30197  
Nairobi, Kenya

**Science Education Programme for Africa**  
Post Office Box 9169, Airport  
Accra, Ghana

**Sierra Leone, University of**  
Private Mail Bag, Tower Hill  
Freetown, Sierra Leone

**South African Institute of Race Relations**  
Post Office Box 97  
Johannesburg 2000, South Africa

**South Pacific, University of**  
Post Office Box 1168  
Laucala Bay, Suva, Fiji

**Teachers College, Columbia University**  
New York, New York 10027

**United States-South Africa Leader  
Exchange Program, Inc.**  
13 Arcadia Road  
Old Greenwich, Connecticut 06870

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## The Carnegie philanthropies

Andrew Carnegie set out to give away \$300 million. He gave away \$311 million.

Gifts to hundreds of communities in the English-speaking world helped to make his idea of the free public library as the people's university a reality. In all, 2,509 libraries were built with Carnegie funds. His endowment of the Carnegie Institute in Pittsburgh brought important educational and cultural benefits to the community in which he had made his fortune. From experience he knew the importance of science applied to commerce and industry, and he provided for technical training through the Carnegie Institute of Technology. By establishing the Carnegie Institution of Washington he helped to stimulate the growth of knowledge through providing facilities for basic research in science.

Mr. Carnegie set up the Carnegie Trust for the Universities of Scotland to assist needy students and to promote research in science, medicine, and the humanities. For the betterment of social conditions in his native town of Dunfermline, Scotland, he set up the Carnegie Dunfermline Trust. To improve the well-being of the people of Great Britain and Ireland, he established the Carnegie United Kingdom Trust.

In the United States, he created The Carnegie Foundation for the Advancement of Teaching, primarily as a pension fund for college teachers, and also to promote the cause of higher education. To work for the abolition of war, he established the Carnegie Endowment for International Peace. And to recognize heroism in the peaceful walks of life as being as worthy as valor in battle, he created funds in the United States, the United Kingdom, and nine European countries to make awards for acts of heroism. In contributing to the construction of the Peace Palace at The Hague, the Pan American Union building in Washington, and the Central American Court of Justice in Costa Rica, he further expressed his belief in arbitration and conciliation as substitutes for war.

In 1911, having worked steadily at his task of giving away one of the world's great fortunes, Mr. Carnegie created Carnegie Corporation of New York, a separate foundation as large as all his other trusts combined, to carry on his spirit and system of giving. The terms of this trust are broad: to promote the advancement and diffusion of knowledge and understanding among the people of the United States and certain parts of the Commonwealth. The Corporation was the culmination of his program of giving.

Each of the Carnegie agencies has its own funds and trustees. Each is independently managed, with the exception of The Carnegie Foundation for the Advancement of Teaching, which shares offices with Carnegie Corporation and has the same corporate officers.



The following statements are set forth in accordance with section 6056 of the United States Internal Revenue Code, pursuant to which this annual report has been prepared:

- Carnegie Corporation of New York (employer identification number 13-1628151) is a private foundation within the meaning of section 509(a) of the Internal Revenue Code.
- The names and respective business addresses of the “foundation managers” of the Corporation are set forth in the front section of this annual report.
- No person who is a “foundation manager” with respect to the Corporation has made any contribution to the Corporation in any taxable year.
- At no time during the year did the Corporation (together with other “disqualified persons”) own more than 2 percent of the stock of any corporation or corresponding interests in partnerships or other entities.
- Pursuant to section 6104(d) of the Internal Revenue Code, a notice has been published that this annual report is available for public inspection at the principal office of the Corporation. A copy of this report has been furnished to the Attorney General of the State of New York.

January 14, 1976

ALAN PIFER, President



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